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ABSTRACT

A study was conducted to document and analyze the financing flows and flows of people in adult vocational education in the Netherlands. The study sought to determine the following: (1) the activities geared to adult vocational education; (2) the flows of people into and out of adult vocational education; and (3) the financial flows, the allocation of funds, and the financial instruments. The study reported very preliminary findings only because of time constraints and the extremely complex nature of vocational education in the Netherlands. Some of the findings were as follows: (1) adult vocational education is still in the developmental stages; (2) new legislation on vocational education is still in preparation; and (3) data on content and finances are too fragmented to present a general picture. The study found that despite the growing interest in adult vocational education, the money spent on it in the Netherlands is modest compared to other European Economic Community states. The study discovered that from 1980 to 1985 participation in adult education increasingly became an activity for young people (aged 16 to 24), men, employees, and the better educated. It also found that larger firms are more likely to provide training than smaller firms. The study recommended that more attention be paid to training older workers, since there will soon be fewer young workers. (Appendices include technical data on the study, examples of financial and labor market policy instruments, the questionnaire for a survey of company training programs, and data tables. There are 36 references.) (KC)

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CEDEFOP Document

The financing of adult vocational education in the Netherlands

European Centre for the Development of Vocational Training

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Focus 2:

The financing of adult vocational education in the Netherlands

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CEDEFOP PREFACE

Following the studies conducted on the financing of initial training in Belgium, Denmark, Federal Republic of Germany, France, Ireland, United Kingdom and Netherlands (published in 1982) and in Portugal and Spain in 1988, CEDEFOP launched a series of studies in 1988 on the financing of continuing training (FOCUS II) in Belgium, Denmark, Spain, Federal Republic of Germany, France, Greece, Ireland, Italy, United Kingdom, Netherlands and Portugal.

Any analysis of continuing training raises complex problems, particularly because:

- the boundary between initial and continuing training is very difficult to establish. Many continuing vocational training schemes take the form, for example, of initial training or remedial training for certain target groups;

- the field of continuing training often covers a variety of schemes connected with the labour market or other schemes within and outside enterprise which are sometimes difficult to apprehend and describe and which, in any case, cannot be brought within an organized system (as in the case of initial training);

- the word "training" can be understood in different ways. For example, is a seminar informing employees about Community programmes necessarily perceived as training? The answer is probably no, even though attendance at this seminar entails costs (loss of productivity) which have to be accounted for and it may well be felt that this is training;

- continuing training schemes are often supported by mixed funding; this type of funding is not always clear. For example, how and where can one account for the free time which people spend on training organized by their firms half of which takes place

during working hours and half outside working hours? Where and how does one include State-funded schemes which people attend during their free time, sometimes at the "suggestion" of their firms?

- enterprise does not always declare its expenditure on training. For example, firms are hesitant to declare expenditure above certain limits because this might set a precedent for the future; in other cases expenditure on training may be included under the heading "acquisition of materials". Moreover, the expenditure on training which is declared does not always include certain indirect costs - loss of productivity, replacement costs, etc.

These and other difficulties encountered by the authors of the studies still persist despite CEDEFOP's efforts to provide a clear picture in the FOCUS II studies - it should be borne in mind that these studies are based on the information available in the Member States and that the existing information resources raise a certain number of problems which have yet to be resolved.

Overall, however, the studies provide considerable clarification especially as regards the information available in the Member States on this subject, as well as on a number of basic questions which any analysis of continuing training must take into account. The studies should therefore be seen as a starting point providing pointers for further work to be conducted in the future within the Community rather than as a finished and sufficient work.

REVIEW OF THE QUESTIONS RAISED BY THE STUDIES:

1. **Definitions, concepts**

The concept of continuing training encompasses different areas in each Member State which are discussed in a whole range of terminology.

Not all these differences are merely semantic - in most cases, they are due to complex situations encompassing a range of circumstances which are difficult to categorize. For instance, the boundary between education and vocational training is not clear-cut in most Member States; the same applies to the boundary between initial and continuing training.

The FOCUS II studies provide a great deal of (but not exhaustive) basic information on what is considered to be continuing training in each Member State. For comparison purposes, however, it is important to use this basic information as a starting point for agreeing on concepts and definitions at Community level.

2. Information sources

While there is now a system of information at national and Community level making it possible to collect reliable data on education (even though comparability problems still exist today), the gaps are still too great in vocational training. If this is true of "organized" and institutionalized vocational training, these gaps become much greater for types of training which are "not explicitly organized" and are closer to on-the-job training whose growing importance cannot be disregarded.

The question of information on continuing training cannot be seen, however, solely in terms of a lack of information. Even when such information is available (it should not be forgotten that some Member States already have a considerable volume of information available), problems of comparability and links between sources complicate the task of systematic gathering of reliable and comparable data.

Finally, the problem of centralization/decentralization may mean that information is broken down into small batches and may lead to major gaps if there is no central authority gathering information at national level.

All these questions have raised problems both as regards the volume of information supplied and the extent to which this information is reliable and comparable. An inventory of the main information sources has however been drawn up in the FOCUS II studies and provides a very good starting point for future work.

3. Information gathering

An analysis of continuing training can focus on a number of factors:

- Funding instruments

  An analysis of funding instruments provides essential information through which the continuing training schemes which these instruments are intended to support, as well as the people who benefit from them, can be located. This approach may, however, raise some basic questions. For instance, in cases where there are statutory obligations, an analysis of funding instruments makes it possible only to pinpoint the continuing training encompassed by these instruments with the result that any activities taking place outside them may be overlooked.

- People in training

  The same course may be attended by people acquiring their initial training and others attending the course for continuing training purposes. The boundary between a continuing training and an initial training scheme can thus be determined by the particular circumstances of individuals.

  This approach is a necessary starting point for locating initial and continuing training schemes. However, it makes it possible to include only part of continuing training.

- Institutions providing training

  The institutions responsible for initial and continuing training traditionally differ from one another. Enterprise and its associated organizations are in any case playing a leading role in the supply of continuing training services.

  The approach of those institutions responsible for continuing training is undoubtedly of help in characterizing the schemes in question. It does not, however, encompass the whole of the continuing training field and tends to exclude the movement away from institutionalized training currently taking place in enterprise with the development of "non-formalized training" linked to working situations.

Whatever the starting point, there is little doubt that each of these analyses will provide different results. An overall picture through which the dynamics of continuing training can be comprehended will have to be based on a combination of these different approaches.

The FOCUS II studies offer a general panorama making it possible to locate the potential information available for these different approaches and the existing gaps. This has not, however, prevented the authors of the studies, as a result of the different information systems in the various Member States, approaching the subject from different starting points which have conditioned the findings of the studies and their interpretation.

4. **Knowledge gained**

All the studies provide figures on continuing training expenditure - more detailed for the public sector, less detailed as regards expenditure by enterprise and even less detailed as regards household expenditure. Although there are aggregate figures for expenditure by enterprise in some Member States (even though these figures are not necessarily comparable), the figures for other Member States are only

partial - only three sectors were surveyed in Belgium; the survey covered 4000 large, medium-sized and small firms in Portugal. In other cases, information is provided on enterprise only when the public authorities have taken some kind of action (for instance Spain).

In these circumstances it is evident that any generalization is unwarranted and risky.

Moreover, none of the studies provide a detailed analysis of the mechanisms and volume of re-financing.

It needs to be stressed that the studies must be re-located in their original contexts - initial financing in some cases, final financing in others (France), institutions in others (Denmark) and an integrated approach in others - for an interpretation of their findings. These differences have affected the nature of the figures and, obviously, their interpretation, despite CEDEFOP's endeavours to formulate a precise specification providing for the collection of information at all levels - which was probably overly ambitious.

In any case, the lack of adequate statistical resources has led some authors to fill in the gaps with estimates and calculations, while others have based their figures on preliminary research work and others on official information sources.

This information on training expenditure cannot, however, be interpreted in an isolated way. While it can be seen, for instance, from all the studies that expenditure by enterprise is increasing, this does not provide any indication of the nature and effects of this investment as regards enterprise itself or the people benefiting from it - the type and length of the training, among other things, need to be known as well as its distribution and consequences. This a further area in which the nature and the volume of information available in the FOCUS II studies differs for the reasons discussed above.

Any attempt at comparison in these circumstances is very risky and it is difficult to pinpoint the ways in which the various information is inter-related - these inter-relations play an essential role in any interpretation of the figures.

The questions which we have raised are no more than examples of a more general set of questions which has to be used as a starting point for any attempt to analyse continuing training. We feel, however, that the FOCUS II studies provide a data base which will help to stimulate this overall reflection through the answers which it sketches out.

Considerable practical work remains to be carried out at national and Community levels and we hope that this contribution, however modest it may be, is able to provide some pointers.

Our thanks go to all the authors who have contributed, through their work and their participation in working groups, to progress with the problems surrounding "continuing training" which is, it should be borne in mind, still a very young subject.

Georges Dupont

Fernanda Reis

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PREFACE

In mid-1988 the Ministry of Education and Science commissioned the Institute of Social and Behavioural Studies (ITS) to carry out an exploratory study of the financing of adult vocational education in the Netherlands. The project was initiated by the European Centre for the Development of Vocational Training (CEDEFOP), which also provided the financial resources for this study. The project represents the Netherlands' contribution to CEDEFOP's Focus 2 project, in which other Member States of the European Community are also taking part.

The complexity and variety of adult vocational education, the involvement of numerous authorities, the lack of systematic inventories and collections of material and the rapid developments that have occurred in this field in recent years have made the study no easy task. This is all the truer in view of the very limited funds available. It has therefore been impossible to devote much more than 20 man-days to the project, including participation in a two-day workshop in Berlin (necessary for the required coordination with the projects in other Member States). It was agreed with the formal originator of the project - the Ministry of Education and Science - that as much information should be gathered and reported on as the project budget would allow. CEDEFOP's information requirements and the questions it posed were to be the principal guide in this respect.

This situation has made it impossible for the problems to be examined as thoroughly as they should be, especially in view of the rapidly growing importance of vocational education in the Netherlands. There has been little opportunity, for example, to take a systematic look at the parts played by such Ministries as Home Affairs and Economic Affairs and even Education and Agriculture. Nor could any attention be paid to financing flows and mechanisms at the increasingly important regional and local levels.

In view of the rapidly growing importance of the problem and the interest being taken in it in the European Community, the research team has nevertheless attempted, by claiming additional funds from the ITS and investing more of its own time, to maximalize the output of the project as far as possible.

Most of the work on the project has been done by G. Kraayvanger, who has taken responsibility for its implementation. The ITS project leader was Dr B. Hövels. Professor B. van Onna (Institute of Social Pedagogics and Adult Education, ISPA) played a supervisory role in the project.

I regard this report as a working document that contains the most important project findings. The limitations and shortcomings of the project and of the situation with regard to the gathering of information on this area in the Netherlands are obvious and also expressed in the report in the clearest possible terms. Despite - or perhaps because of - this, we hope the report will prompt further activities in the area of the financing of adult vocational education, not only at national but also at Community level.

INSTITUTE OF APPLIED SOCIAL SCIENCES
Nijmegen, June 1989

A.J. Mens
Director-General

Abbreviations

AAF	General Disablement Insurance Fund
A&F	Ministry of Agriculture and Fisheries
ABA	Directorate-General for General Policy
ACSI	Action Plan for the Computer Services Industry
AKT	manpower census
APS	Educational Advisory Centre
BiZa	Ministry of Home Affairs
BKE	Vocational Education for Adults
BKF	official liaising with firms
BONO	Noord-Overijssel Vocational Training Foundation
BRP	Special Regional Projects
BVJ	Contributory Scheme for the Vocational Training of Young People
CAVV	Adult Commercial Training Centre
CBA	Central Labour Management Board
CBB	Centre for Occupational Orientation and Training
CBPEN	Committee for the Promotion of Local Educational Networks
CBS	Central Bureau of Statistics
CEDEO	Centre for Documentation and Information on Non-company Training Schemes
CIVOB	Central Institute for Administrative Training
CJW	Courses for Unemployed Young People
COA	Employers and Teachers Liaison Centre
COB	Committee on Firms' Development Problems
COS	Open School Committee
CVV	Adult Training Centre
DBA	District Labour Management Office
DCA	Collective Employment Conditions Section (of the Ministry of Social Affairs and Employment)
EA	Ministry of Economic Affairs
EAJ	Experimental Work Projects for Unemployed Young People
E&S	Ministry of Education and Science
EVAV	Economic Education for Farmwomen
FEDUCO	Educational Broadcasting Federation
FME	Federation of Mechanical and Electrical Engineering Industries
GAB	local employment office
GITP	Joint Institute of Applied Psychology
GMD	Joint Medical Service
GSD	Municipal Social Service
GWJ	Municipal Employment Initiatives for Young People
HOG	reorientation interview
HVP	domestic and consumer information in rural areas
IIG	Informatics Training Subscription Scheme of the Local Employment Offices
ISO	Intensification of Training by Institutes of Education
IKVE	Adult Education (Implementation) Bill
IBW	Institute of Management Sciences

ISI	Occupations for School-leavers in Information Technology Project
ISW	Institute of Social Sciences
JOB	Youth Development Jobs
JWG	Youth Work Guarantee Plan
KIM	Royal Naval College
KMA	Royal Military Academy
KRS	Framework Training Scheme
KVE	Adult Education (General Provisions) Act
LBK	National Policy Framework
LLW	apprenticeship scheme
LOI	Leiden Correspondence School
MAO	modern agricultural education
MJK	Multi-year Framework
MKB	small and medium-sized businesses
MLW	Scheme for the Long-term Unemployed
MO	senior training course
MOA	Work Familiarization Support Scheme
MOC	Management Training Centre
MOVE	Support Scheme for the Appropriate Relocation of Firms
NIIO	National Programme of Crash Courses in Information Science
NIVE	Netherlands Management Association
NTI	Netherlands Language Institute
OIT	Philips Information Technology Training Plan
OSA	Organization for Strategic Labour Market Research
PALL	Premium Scheme for Recruitment at a Lower Wage
PBM	Employment Promotion Scheme
PBNA	Royal Netherlands Polytechnic Bureau in Arnhem
PBVE	Adult Primary Vocational Education
PCG	multiple-problem area
PION	Netherlands Informatics Training Project
RBA	Regional Labour Management Board
REO	regional education committee
RLS	Government Civil Aviation School
ROI	Government Training Institute
ROVC	Regional Training and Education Centre for Industry
SA&E	Ministry of Social Affairs and Employment
SBC	Special Training Centre
SCW	socio-cultural work
SKR	Job-seekers' Education Expenses Scheme
SOB	Joint Government and Industry Training Scheme
SOM	Metal Industry Training Organization
SVIO	Training for Businessmen in Social Skills
SZ/Cumi	Ministry of Social Affairs and Employment/Cultural Minorities
TAP	Temporary Jobs Scheme
UFUK	Arabic = horizon; a work project for young Turks and Moroccans
VAVO	general secondary adult education
VCBO	Association of Sectoral Lecture Courses for Businessmen

VVS	women's vocational school
WAV	Advertising, Activation and Information Department of "Rotterdam Werkt", an employment scheme involving the municipality and other organizations
WCBO	Vocational Education (Lecture Method) Act
WEO	Recognized Educational Institutes Act
WHBO	Higher Vocational Education Act
WHW	Higher Education and University Research Bill
WLW	Apprenticeship Act
WOAU	Unpaid Employment of Recipients of Benefit (Regulations) Act
WOJ	Fund for the Promotion of the Employment and Training of Young People in the Metal Industry
WOU	Open University Act
WSW	Sheltered Employment Act
WVM	Job Creation Scheme
WVO	Secondary Education Act
WWO	University Education Act

Chapter 1 - STATUS OF THE STUDY AND STRUCTURE OF THE REPORT

In recent years adult vocational training has often been rightly described as an area of policy in development. Not only is there a sharp rise of interest in this area of policy to be detected in connection with the 'training offensive': problems relating to cohesion and coordination, the emergence of new facilities, affiliations and relationships between the parties concerned, and scant and not always reliable or valid information on facilities, participants and funds are also considered in some depth. The European Centre for the Development of Vocational Training (CEDEFOP) has launched a project known as Focus 2 with the object of revealing the influence which various financial arrangements have on the acquisition of knowledge and skills in the various forms of adult vocational education. This report considers the financing of adult vocational education in the Netherlands and forms part of the Focus 2 project. Research teams from other Member States of the European Community are also participating in the project.

The Dutch part of the project was formally assigned to the Institute of Social and Behavioural Studies by the Ministry of Education and Science. However, the initiative was launched, the subject matter chosen and the finance provided by CEDEFOP. The subject matter was defined by CEDEFOP in the 'technical annex' (see Annex 1). The Ministry of Education and Science is in fact acting as an intermediary and also as the final arbiter on the (re)definition of the subject matter and the organization of the research in the Netherlands. The content of the research assignment was determined by the wording chosen by the Ministry of Education and Science, which is set out in a separate note entitled 'Specification of the technical annex: The Netherlands' (see Annex 2). The Ministry's reinterpretation of the subject matter meant a significant restriction of what CEDEFOP had in mind for the project. It emphasizes the lack of (integrated) data, the limited amount of time and money available and the comprehensiveness of CEDEFOP's 'technical annex'.

While carrying out the study, the researchers were indeed confronted with the comprehensiveness and complexity of the subject, with structural changes occurring in the legislation and rules on adult vocational education and with gaps in the available data.

The report must therefore be seen as a record of initial efforts to explore the situation in the Netherlands. An attempt has nonetheless been made so to arrange the study that it gives sufficient encouragement for further study of relevant aspects and dimensions in the Netherlands and - subject to the limitations mentioned above - is attuned as far as possible to the Focus 2 projects being carried out in the other Member States. To this end, the researchers have consulted CEDEFOP and also participated in a number of workshops on Focus 2 it has organized.

Chapter 2 - OBJECTIVES AND WORKING METHODS

2.1 Main objective of Focus 2 and research questions

Despite the significant increase in available research material on adult vocational education in the Netherlands in recent years, by no means all types of adult vocational education are yet covered by statistics or other information. Even the range of the data that have been recorded is still fairly limited. The main reasons for the shortage of information on this area appear to be:

- the comparatively short history of various forms of adult vocational education and the sharp rise in the number of participants, institutes, jobs, etc. in recent years;
- the fragmentation of this field, its parts having initially emerged independently of one another. Various Ministries and social organizations are involved in adult (vocational) education, and there are different types of arrangements, planning systems and forms of financing;
- the various systems for the planning and funding of adult (vocational) education facilities are undergoing a process of radical change. New legislation and rules are in preparation and, for some facilities, have recently been completed. This changing situation makes it difficult to compare data over time.

On the other hand, the very fact that changes are under way increases the need for reliable information and means of making comparisons. This is particularly important for those directly involved in policy-making, such as the government, the two sides of industry and educational organizations and institutes at national, sectoral, regional and local level. The growing supranational linkages in Europe are also increasing the need for means of making international comparisons.

At national and international level growing emphasis has been placed on and attention drawn to adult vocational education in the 1980s (in opinions and resolutions, at seminars and conferences). The economic situation has also helped to shift the emphasis in adult education: the vocational variant in its various forms, increasingly linked to economic recovery, is being absorbed into labour market and employment policy and seen as an essential element of technological and organizational restructuring.

This 'training offensive' appears to be accompanied by a rise in the financial resources available and is certainly leading to a redistribution of these resources. As an extension of this, interest in the quality of the education offered and also in the efficiency and effectiveness of measures and facilities is growing. Paradoxically, however, a systematic and complete insight into financing patterns is lacking, except with respect to some narrowly defined areas often linked to certain policy-making authorities. For an assessment of

the efficiency and effectivness of educational measures, however, an insight of this nature is indispensable.

It is not only in the Netherlands that a better understanding of financing patterns is needed: other Member States of the Community are in the same position. The main aim of the CEDEFOP's Focus 2 project is to document and analyse financing flows to adult vocational education, in combination with the flows of people into and out of adult vocational education in its various forms. The intention is primarily to find out as much as possible about the influence which different financial arrangements have on the acquisition of knowledge and skills through adult vocational education. In specifying this objective, CEDEFOP is thinking in particular of the following main categories (see Annex 1):

1) Identification of activities geared to adult vocational education. The goal is to answer the question 'in order to do what', by describing the 'environment' in which training objectives are set and the target groups.
2) Flows of people (into and out of forms of adult vocational education) in order to answer the question 'for whom'.
3) Financing flows (allocation of funds/financial instruments for adult vocational education) in order to answer such questions as 'who pays', 'who decides' and 'how are the funds collected'.

These categories in fact form the three main research questions of the Focus 2 project.

As a guide for further operationalization, CEDEFOP has compiled a 'list of variables' for each of these three research questions (see Annexes 3 and 4).

CEDEFOP's intention is not only to describe the situation in adult vocational education along the lines of the above three questions ('the descriptive approach'): with the Focus 2 project it is also trying to analyse 'dynamic interrelations which could develop among these variables, and to interpret them' ('the analytical approach').

2.2 The objectives of the Dutch project

In the Dutch project we have allowed ourselves to be guided as far as possible by CEDEFOP's questions, although the scope of the study was - as stated - severely restricted by the Ministry of Education and Science from the outset (see Annex 2). One of the main restrictions was the decision that the Dutch project should be confined to 'the descriptive approach'. Partly as a result of the conditions under which it was to be carried out, the main aim of the Dutch project thus became the identification of problems relating to the three research questions posed by Focus 2.

In this specification of the objective a distinction needs to be made between two lines of approach: content and methodology.

Content is a reference to the stocktaking objective of the project and to the recording of known data in the Netherlands or the identification of gaps in the data. Every attempt is made to review the current situation in the Netherlands with respect to the three questions/categories mentioned earlier. This concerns, then, the most important types of adult vocational education, the participants in each and the financing flows. Where necessary for a satisfactory understanding of the Dutch situation, a qualitative explanation is given. Transparency is, after all, a major precondition for international comparisons.

Methodology is a reference to the project goal of identifying problems. As far as possible, deficiencies in the recorded sources of data, data collection techniques, the angles from which data are collected (e.g. surveys of institutes versus surveys of people) and the permanent or transitory nature of these deficiencies are indicated. The main question here is what, given the data available and collected in the Netherlands and the methods and procedures used to this end, can or cannot be done to make a contribution to - prospective - (European) statistics.

The two lines of approach are closely related, since such methodological problems as the (in)completeness of information and differing recording systems are constant obstacles to the collection of data.

2.3 A closer examination of the three research questions

The three main research questions concern - as has been said -
1) the identification of activities geared to adult vocational education,
2) flows of people and
3) financing flows.

If these three questions are to be answered properly, a differentiated analytical system will be needed, and one that also permits the inclusion of relevant (qualitative or quantitative) information which cannot be accommodated directly in the categories specified above. A system of this kind will certainly be needed if comparisons are to be made with other EC Member States.

The systems of financing educational measures and facilities in the Netherlands differ widely, however, and different bodies are involved in adult vocational education at different levels. Furthermore, the systematic collection of data on this field is still in its infancy in the Netherlands.

While not only adult vocational education is far more clearly structured in, say, the Federal Republic of Germany (thanks, among other things, to the basic rules governing it) and a far more systematic approach is adopted to the collection of data attuned to these structuring criteria, it has not been possible to establish a system for analysing the Dutch situation, let alone work with it in an appropri-

ate and valid way. We have therefore been forced to collect data with a relatively open mind and to allow ourselves to be guided fairly consistently by pragmatic criteria.

We shall now briefly consider the three above-mentioned research questions and outline how they have been treated in the Dutch project.

Re 1
In the identification of activities it first has to be asked what is meant by adult vocational education. This problem of definition is discussed in section 2.4. Once the area has been defined, the categorization of the various activities geared to adult vocational education is a separate problem. Various classification systems can be used for this purpose. In this respect, the following (global) dimensions are suitable (see also Annex 2):
- public versus private activities;
- the central versus the decentralized level: national versus regional/local;
- explicitly versus not explicitly training-oriented, or training as a fixture versus training not as a fixture in the institute concerned.

Distinctions that are perhaps obvious when based on these dimensions become problematical when related to the second and especially the third research question. Unlike initial education, for example, educational activities for adults depend on a broad spectrum of arrangements for their funding. Some are funded entirely by the government and are also administered by government agencies. This is true, for instance, of most training activities for the unemployed. In other cases there is a mix of, say, course fees, tax-deductibility of (training) costs (for individuals and/or firms), government funding of education expenses, the provision of premises by local government and compensation for employers' labour costs. Nor is it easy to cover the diversity of participants in adult vocational education in a structure attuned to one or more of the above-mentioned dimensions.

For the purposes of the first question we opted in particular for a fairly pragmatic breakdown of activities into three global categories: standard vocational education for adults, training in the context of labour management and private training activities (especially company and sectoral training schemes). One of the aims here was to identify the goal of educational activities and that set by the pertinent policy. Legislation and rules adopted by the government and the objectives implicitly or explicitly formulated by authorities most closely involved were the most important sources of information.

Re 2
Flows of people can be classified in various ways. Firstly, there is the difference between participants and non-participants in forms of adult vocational education. This report will focus on participants, who can be broken down by reference to three dimensions: the level

of the educational activity in which they are participating, the sector of the economy to which this activity is geared and features of individual participants. In the case of typical (standard) educational activities it has been possible to use the normal breakdown by levels. In other kinds of educational activities a more global, more qualitative breakdown was generally found to be the best that could be achieved. As for features of individual participants, most of the information collected concerns their sex, previous training, ethnic origin and status in the labour market. As few records are kept on religion, class, income and location in the Netherlands, these aspects have not been considered in this study.

Re 3
Where financing flows are concerned, the main categories are cost classification by type, the source of financing, the allocation of the funds and the financial instruments.

Unlike initial education, adult vocational education is increasingly governed by market principles. In terms of both supply and demand, it is important to discover who prescribes these principles, on what grounds and with what financial support. In this context, it is also particularly important to know by whom/what the price of the product 'training' is determined and of what components this price is composed. A distinction can be made here between actual costs (of what elements do they consist, how high are they, and who pays them?), the profits derived from the product (to whose benefit?) and the benefits ensuing from the product (to whose benefit?). It is known from a wide range of research, however, that the cost-benefit problem is a complex subject where training schemes are concerned.

To preclude interpretation problems, we will first consider a few of the important terms used in the study.

2.4 Definition of the most important terms

2.4.1 Defining the area covered by the study

One of the main problems is posed by the definition of the term 'adult vocational education' (CEDEFOP: 'continuing education'). It is important to note that there is no generally accepted definition of adult education or adult vocational education in the Netherlands at the moment. It is also impossible, or at least very difficult, to give a comprehensive definition of this field. All of the common definitions raise such questions as who does the defining, who determines the range for whom, why, for what purpose? As a rule, a fairly pragmatic approach is adopted in this respect.

The definition problem can in fact be broken down into three parts or questions: 1) what is education; 2) how does adult education differ from the education of young people; and 3) how should 'vocational' be defined in this context?

As this study has to be based on material available in the Netherlands, the definition used should not depart too far from standard definitions and classifications. On the other hand, the criteria applied by CEDEFOP also need to be taken into account.

The Central Bureau of Statistics (CBS) is the most important agency for the collection of quantitative data in the Netherlands. The CBS defines education as: organized communication of a non-occasional nature designed to impart knowledge, to increase understanding and/or to teach skills. Adults in this context are defined as persons who are not in full-time education but have a different principal occupation and for whom education is a subsidiary activity (employees, jobseekers, persons performing domestic work, pensioners). Initial training courses attended during or as an extension of compulsory education are explicitly excluded: there should be an interval between initial education and participation in the educational activity concerned.*

In this report, then, educational activities count as adult education if they are explicitly designed for adults. This definition does not include an age criterion, does not consider initial full-time education as adult education and also excludes in-service training, apprenticeship training and the like (some sources do count these - in part - as adult education**). Furthermore, the definition used here focuses on educational activities rather than educational facilities. Different educational activities may, after all, take place within the same facility. Conversely, in-built educational activities may take place in non-primary educational institutes (as in company training) or schemes (e.g. as part of a wider set of labour market instruments).

This leaves the third defining criterion: what makes adult education vocational? The main element here is that the education must be geared to the labour market, which means that 'the communication' should prepare the person concerned for (potential) work as an employee or self-employed person or be designed to improve his prospects of advancement in his present work situation or to prevent him from becoming redundant. There is, in other words, a direct relationship with the labour market.

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* To make things absolutely clear, the CBS excludes only standard full-time education from adult education, i.e. it does count in-service and apprenticeship training as adult education. In addition, the CBS collects information primarily on institutes, not on activities.

** The recent increase in the upper age limit for admission to the apprenticeship scheme (to include people over 27) endorses this view.

A problem that arises here is that taking a correspondence course in English may serve both to make holidays more enjoyable and to improve performance at work. It is usually impossible to tell when people enrol for such courses whether they want to attend for vocational or personal reasons. (To discover this, surveys of individuals would be needed.) Such not directly classifiable activities are therefore included in this study. Only activities that must clearly be regarded as recreational are excluded.

2.4.2 An operational classification of adult vocational education

By and large, this report adheres to the above definition of adult vocational education. However, in line with the wide area covered by the study and in view of the broad classifications used by CEDEFOP (Annexes 3 and 4), the premise adopted is that nothing should be simply excluded from the outset. In this we are complying with the Dutch tradition (see the study of adult education carried out by the Committee for the Promotion of Local Educational Networks - CBPEN - in 1977; Snijders & Van Enckevort, 1982; Conceptbeleidsnota beroepsgerichte volwasseneneducatie 1985; Kraayvanger & Van Onna, 1986). On-the-job training clearly does not, however, fall within the scope of this report.

The general definition of adult vocational education in the Dutch situation needs to be translated into a more operational (working) definition. Adult vocational education then essentially consists of activities in three areas: standard vocational education for adults, training in the context of labour management, and training activities in the private sector (particularly by employers and sectors of industry). We are speaking here of adult vocational education in the strict sense. This field is complemented by guidance, linking and counselling activities, some aspects of general education (to the extent that it can be described as vocational) and training components of schemes other than those covered by the above three areas. Also important, of course, is participation in vocational activities organized by private institutes the entire cost of which is borne by the participant himself. All this can be designated adult vocational education in the broad sense. Thus we are also generally complying with the categories which will be used in future legislation (the Adult Education (General Provisions) Act, the Adult Education (Implementation) Act, the Vocational Education (Lecture Method) Act, the Labour Management Act; see Chapter 3). Adult vocational education in the broad sense is difficult to define accurately. We are therefore guided primarily by the above three areas of adult vocational education in the strict sense.

A special mention should be made here of training activities organized by employers and sectors of industry. In line with a recent study (Mulder et al., 1988), the following definition of company training schemes can be used: 'Non-standard training (for which the Ministry of Education and Science therefore has no structural funding

responsibility) which is geared to specific occupations, posts and careers, is attended only by employees of enterprises and institutions, is completely or partly financed by those enterprises and institutions, may be provided internally or externally, takes place off the job during or outside working hours and is attended on the employer's or employee's initiative (thus indicating its personal, functional and organizational importance).' This definition similarly excludes on-the-job training.

In this report the emphasis is on the three areas of adult vocational education referred to above. Where appropriate and possible, elements which comply with the definition of adult vocational education in the broad sense are also considered.

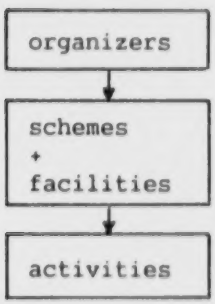
2.4.3 Different levels: organizers, facilities and activities

There is, in the Dutch situation at least, much to be said for basing the theoretical definition of adult vocational education on the activities involved. In institutional terms, there is a network of schemes and institutes between the bodies which formulate the objectives and/or provide funds (the 'organizers') on the one hand and activities on the other. There are, for example, local employment offices, provincial, regional or local consultative or advisory committees, the Joint Industrial Labour Council and training institutes.

The organizers can be formed into groups, which include central government or a government department, employers' and employees' organizations, firms, municipalities, etc.

Activities are then forms of 'communication' as defined above. They take place at the most concrete level.

In line with research in the Federal Republic, an analytical distinction can be made between three levels:



This distinction can sometimes be made, but the various levels may also merge. Where possible and appropriate, the distinction between 'organizers', 'facilities' and 'activities' has been made in this report.

2.5 Approach adopted in the study

We referred earlier to limitations inherent in the Dutch situation. In these circumstances, a pragmatic approach has been chosen. The primary line of approach in identifying activities geared to vocational education has been sought in the above-mentioned distinction between standard vocational education for adults, training in the context of labour management and training activities in the private sector. Relevant information on 'flows of people' and 'financing flows' has then been sought for each category or form of adult vocational education.

During the research the above definitions have been taken into account wherever possible, and where necessary, explanations have been given of situations peculiar to the Netherlands. This has been done primarily to ensure the level of transparency needed for this international project.

The most important sources used are: available statistical material (collected by the CBS and/or government departments), government documents, (other) documentary material, general studies/surveys of specific aspects, ad hoc research, case studies of specific sectors and other relevant literature, supplemented by a number of interviews with experts in the field.

To ensure that the other research findings are properly understood, we now give a general outline of the legislation and rules governing adult vocational education in the Netherlands.

Chapter 3 - LEGISLATION AND RULES

This chapter outlines the most important rules on adult vocational education with the aim of giving a general impression of the Dutch system. The many parties involved and the highly divergent frameworks make the Dutch system obscure and difficult to describe in detail to outsiders. Furthermore, as the government has now launched a policy designed to promote cohesion among the various forms of adult vocational education, this field is undergoing some change. The new policy has already been partly incorporated in laws and regulations, but much of it is still in the form of draft legislation. In this chapter we begin by considering rules laid down by the government (section 3.1) and then discuss the financing systems it uses (section 3.2) and new legislative developments (section 3.3). As rules governing adult vocational education are not confined to the public sector, we end this chapter with an outline of relevant aspects of and developments in rules in the private sector (section 3.4).

3.1 The government as legislator

The government plays a part in two ways: as legislator and as employer. We are mainly concerned here with the government as legislator and will discuss its other role only in passing.

The present situation is characterized by the complex, non-uniform and often incoherent nature of the government's legislation and rules. As the Policy Document on adult vocational education (1985) reveals, many government departments are involved. In addition, legislation and rules on adult (vocational) education often overlap other areas of policy, such as labour market and employment policy, economic and technology policy, general cultural and educational policy, the policy on equal opportunities and the policy on minorities.

Since the present government took office in 1986 the Minister for Education and Science has been responsible for adult education and its coordination. The Minister for Welfare, Health and Cultural Affairs retains responsibility for social education, the development of skills and socio-cultural activities. The government departments most concerned with adult vocational education are the Ministry of Education and Science and the Ministry of Social Affairs and Employment. They are also responsible for the most important laws and rules.

3.1.1 The Ministry of Education and Science

There have been appeals for legislation to harmonize the different forms of adult education in the Netherlands for many years. In 1985 the Adult Education (General Provisions) Act at last came into force.

The most important aspects of this Act have required rules, and these have been set out in the Adult Education (Implementation) Bill, which is still under discussion (section 3.3).

In 1987 the Government Basic Education Scheme came into effect, establishing a uniform planning, policy-making and financing system for educational activities and facilities for poorly trained adults. It is based on the premise that municipalities have a major role to play in the planning of implementation. Central government, and specifically the Ministry of Education and Science, grants subsidies on the basis of a programme drawn up by an education board and adopted by the municipal council. The plan is to have the Government Basic Education Scheme consolidated in the near future through the Adult Education (Implementation) Act. Reference is made to basic education in this context chiefly because of the linking and guiding function which it increasingly appears to be performing (or may perform in the future) as a step up to or requirement for participation in education and training programmes that are more explicitly vocationally oriented (e.g. as the outcome of reorientation interviews with the long-term unemployed).

Since the Recognition of Correspondence Course Institutes Act was passed in 1973, private correspondence course institutes have been able to gain official recognition and submit themselves to supervision. With the passing of the Recognition of Educational Institutes Act in 1987, this option has also been open to private institutes providing oral education. Recognition is intended to ensure that courses are of a high quality and that contractual obligations are clear, and it also results in systematic registration. Private institutes are not subsidized by the government, but (partial) financing of enrolment fees, educational aids and travel expenses is possible.

In 1987 the Implementing Memorandum on Adult Primary Vocational Education (PBVE) came into force. This is a scheme run jointly by the Ministry of Education and Science and the Ministry of Social Affairs and Employment. Its aim is to ensure a cohesive range of training at regional level that is relevant to the labour market for groups whose position in the labour market is weak (especially the unemployed, people in danger of losing their jobs, women (generally and those wanting to go back to work in particular), minority groups and marginal groups). The PBVE also provides for the development and implementation of the organizational measures needed for such training and the forging of links between facilities, schemes and infrastructure in this field. Regional cooperative associations (coordinating centres) are to be set up by the parties and authorities directly concerned. The local employment offices play a leading role in the allocation of funds to these coordinating centres and in other respects. The scheme also provides for a review committee, on which the municipality or municipalities, employers and employees as well as the local employment office are represented. This committee makes sure that the training plan which is to be drawn up is relevant to

the labour market and satisfies formal criteria relating to the target group and cooperation.

Besides these (in some cases, amended) Acts and rules, there are the more traditional schemes for standard part-time vocational training courses, e.g. day-time/evening senior commercial education, part-time senior technical education and part-time senior service and health care education. They are governed by the Secondary Education Act. The same applies to part-time general education (day-time/evening junior general secondary education, higher general secondary education and pre-university education), which, like compulsory education, is governed by and funded in accordance with the Secondary Education Act. As with basic education, some of these courses for (in most cases) adults are specifically designed to forge a link with educational programmes of a more vocational nature.

3.1.2 The Ministry of Social Affairs and Employment

Vocational training at primary level is undergoing major changes. As a result, old and new structures and funding systems exist side by side at present. A number of government departments are active in this field, Education and Science and Social Affairs and Employment being the most important. We have already referred to the Adult Primary Vocational Education (PBVE) scheme run jointly by these ministries.

Training in the context of labour management is now largely the responsibility of the Ministry of Social Affairs and Employment. It has a variety of instruments to support the labour market policy (for a list see Annex 5). They can be roughly divided into job-creation schemes, schemes to encourage recruitment, training and other instruments. The ministry now has a Directorate-General for Manpower with responsibility for labour management policy and training, but it is to be privatized in the future and become known as the Central Labour Management Board (see section 3.3). For many years the two sides of industry have also played an important role in advising on the labour management policy, particularly through the Consultative and Advisory Committee.

The Directorate-General for Manpower has the following organizational structure:
- 1 central office;
- 12 district labour management offices;
- 64 local employment offices, with 67 branch offices;
- 32 adult training centres, with 10 branches.

The local employment offices and adult training centres are responsible for determining the content of the labour management policy (including training). At national level the labour management policy to be pursued is set out in a Multi-year Framework (MJK), which forms the basis for the National Policy Framework (LBK) established each

year. In this LBK the Directorate-General for Manpower not only sets out policy guidelines but also indicates what financial resources will be available for each province in the year concerned. Subject to the limits imposed by a national MJK and the guidelines of an annual LBK the adult training centres and the central office each draw up an annual policy plan. The guidelines in the LBK concern the budget, the number of training centre places to be provided and the cooperative projects to be established. At regional level the representatives of the two sides of industry and the municipal authorities play an active part in the establishment of the policy plans through the local employment offices' advisory committees. The Directorate-General for Manpower compares the policy plans with the guidelines contained in the LBK. If it approves the policy plans, the financial resources available for each province are released to the local employment offices and adult training centres. The Directorate-General for Manpower may amend the proposed policy plans. The further implementation of the policy takes place at regional level. The power to decide on the resources allocated rests with the director of the local employment office and the adult training centre. The Directorate-General for Manpower checks periodically to ensure that the approved policy plans are being implemented and makes any necessary adjustments.

The section of the local employment office's policy plan that concerns training covers the following aspects:

a. Training needs arising in the various sectors of the economy, with particular attention paid to new technologies.
b. The target groups. Training needs as a function of the number of people registered with the local employment office as seeking employment.
c. The training instruments to be used to meet these needs.

To enable the adult training centres to respond appropriately to the training needs indicated by the local employment office with their own policy plans, the sections concerning training should define the contribution required of the adult training centres.

The local employment offices' and adult training centres' policy plans also include their requests for support from the Central Labour Management Office.

The aim of training in the context of labour management is qualitative coordination of the supply of job-seekers and demand in the labour market. The main emphasis is on the training of the unemployed. An attempt is made with training activities to raise the skills of the unemployed to the level which firms require if they are to employ them.

For a list of the whole range of labour market instruments reference should be made to Annex 5.

3.1.3 Other government departments

For the coordination and provision of agricultural and horticultural lecture courses the Ministry of Agriculture and Fisheries, with its traditionally deep roots in the 'green front', uses a policy of facilities geared to the input of personnel and materials, the use of suitable machinery and comprehensible administrative procedure. Efforts are being made to bring facilities relating to agricultural courses run by day schools into line with the subsidization rules and procedures that apply to standard education in other sectors (for which the Ministry of Education and Science is responsible).

To ensure the coordination of the supply and optimal use of the available expertise and machinery, there is an extensive development, consultation and advisory structure. Each of the 12 provinces has a subsidized Provincial Consultative Committee on Agricultural and Horticultural Training Courses. These committees draw up multi-year plans. They are composed of representatives of agricultural pressure groups and associations, agricultural employees' organizations, young farmers' organizations and/or associations of former apprentices, farmwomen's organizations, the Socio-Economic Information Service, the governing and/or managing bodies of schools, the Provincial Business Development Board and the training colleges and of advisory members (including in each case a representative of the Regional Agricultural Training Inspectorate). The facilities are available only for the tasks of coordination, consultation and cooperation. There is also a Committee for the Coordination of Agricultural Training Courses, which 'oversees' and, where necessary, coordinates and stimulates all activities connected with agricultural training courses.

The Ministry of Economic Affairs is involved in adult vocational education only in an indirect and supplementary way. Its expenditure is intended to have a multiplier effect, the aim being to encourage contributions from other bodies, including the other government departments and the two sides of industry. The Ministry of Economic Affairs undertakes practical activities in four areas: education under the industrial policy, computer science and education, lecture courses for businessmen and education under the regional policy. Responsibility for lecture courses for businessmen is to be shared by the Ministries of Education and Science and Economic Affairs. The subsidization system will also be modified. With the forthcoming tripartite organization of labour management, the Ministry of Economic Affairs will also be involved in policy-making in this area.

Finally, it should not be forgotten that the Ministry of Social Affairs and Employment coordinates the equal opportunities policy and the Ministry of Home Affairs the policy on minorities. The fiscal legislation emanating from the Ministry of Finance is also of relevance to financing flows in particular and indirectly to participation. Of importance in this context are existing fiscal facilities both for firms which provide training and for individuals. Thus

'certain costs necessary for the functioning of an enterprise are tax-deductible'. Training costs also come under this heading. It must therefore be assumed that a considerable proportion of the costs associated with company training schemes is met by the Treasury. To avoid making the study unnecessarily complicated, legislation and rules on this aspect are not considered further here. It would, however, be worth researching in a separate study.

3.1.4 Rules not considered in the study

We do not discuss in this context rules which should perhaps be considered relevant, such as those relating to the Open University, the two-stage structure in university education, higher education and the legislation governing education expenses. It should also be noted that we do not discuss rules laid down by 'lower' authorities at provincial or local level.

3.2 Systems of financing adult vocational education in which the government is involved

The previous section outlined the legislation and rules governing adult vocational education. The methods of financing these schemes will now be described in the same sequence as far as possible.

Basic education and its back-up services are financed by the central government, with the Minister for Education and Science responsible. The budget resources available are allocated to municipalities in accordance with certain distribution criteria. In the first few years the municipalities will receive the same amount of money as went to the predecessors of basic education. From 1993 the following distribution criteria will apply: the number of adults per municipality (20% of the budget), level of training (60%) and the number of adult members of ethnic and cultural minorities (20%). The municipalities distribute the budget allocated to them among the institutes. Payment is made on the basis of an amount per hour of contact with a participant fixed by the Minister (1987: Hfl 15.08) and the actual number of such hours up to the limit of the budget provided. Municipalities are free to supplement the budget made available by central government with their own resources and to ask participants to make a (limited) contribution.

(Part-time) general education and (part-time) vocational training (day-time/evening senior commercial education, part-time senior technical education and part-time senior service and health care education) are financed in accordance with the Secondary Education Act. The salaries of the management, instructors and non-teaching staff are determined by reference to the Decree on the Legal Status of Staff. Running costs are reimbursed partly on presentation of a detailed account and partly at standard rates. As for premises, it

is assumed that as a general rule this type of education can be provided in existing schools (joint use principle).

Participants are expected to contribute towards the costs. For a complete package (6 subjects at 2 lessons per week) the annual fee is Hfl 200 (= 10%) for junior general secondary education, Hfl 390 (= 15%) for higher general secondary and pre-university education, Hfl 325 for senior commercial, senior technical and senior service and health care education and, in the case of participants governed by Article 75 of the Secondary Education Act, at least 15% of the average costs. The less use made of educational facilities, the smaller the contribution, and vice versa. Participants with insufficient incomes can apply for assistance under the scheme for meeting the education expenses of part-time students. This scheme applies to direct education expenses (enrolment fees, educational aids and travel expenses).

Under the Adult Primary Vocational Education scheme use is first made of the financing flows of existing training facilities (apprenticeship scheme, day-time/evening education, training instruments of the Ministry of Social Affairs and Employment). Additional resources are available for the financing of coordinating activities and for ensuring that the scheme is so organized that the courses are accessible to the intended target groups. Subsidization is based on the number of full-time participants at each location (a minimum of 125). The subsidy amounts to Hfl 3,200 per participant, Hfl 1,200 being provided by Ministry of Education and Science and Hfl 2,000 by the Ministry of Social Affairs and Employment ('task-setting policy'). Participants contribute Hfl 60 p.a.

The rules on the financing of training and labour market measures in which the Ministry of Social Affairs and Employment and the Directorate-General for Manpower, respectively, are involved differ considerably. This is very largely due to the specific purpose of the measure concerned. In some cases, direct and (almost) complete financing is based on an approved plan. In others, there is a mixture of regulated or unregulated, standard or non-standard revenue and expenditure. We will confine ourselves here to the main elements of the systems of financing the specific training schemes. The latter include the labour management training instruments, national projects geared to computer science and new technologies and training projects intended for women or minorities.

The labour management training instruments include the Adult Training Centres (CVVs), the Adult Commercial Training Centres (CAVVs), the Framework Training Scheme (KRS), the Centres for Occupational Orientation and Training (CBBs), the Adult Primary Vocational Education (PBVE) scheme and the Contributory Scheme for the Vocational Training of Young People (BVJ).

The BVJ is principally designed to encourage participation in the apprenticeship scheme. The age limit (for subsidization) was until

recently 23 and is now 25. Additional subsidies are granted for participation in the apprenticeship scheme by women and minorities. The subsidies are paid to national sectoral training and development funds, which pass a large proportion on to firms providing training under the apprenticeship scheme. The BVJ will not be discussed further.

The cost of the CVVs and CAVVs is borne by the budget of the Directorate-General for Manpower. A start was made on budgeting in 1987. This means that the local employment offices may allocate additional resources under the 'task-setting policy'. In the case of training requested by industry, some of the costs are borne by the firm (cf. the KRS). The unemployed retain their benefit while in training. Target figures are also used where certain groups are concerned. The financing structure is fairly complex.

The KRS replaced the Joint Government and Industry Training (SOB) and SKR schemes in 1987. It enables the government to make a financial contribution towards the cost to the unemployed or firms of training that complies with labour market requirements. It is explicitly intended as a framework scheme. It leaves scope for more detailed rules to be laid down in Regional Policy Plans to allow for regional differences in the labour market. The subsidy is designed to cover a portion of the cost of training to an unemployed person or an employer and the cost of nursery care, the development of a training programme, staff and equipment. The subsidy amounts to 100% for the unemployed, 50% for people in employment for less than six months and 25% for all others.

An interesting feature is the possibility of obtaining a subsidy for 'people in danger of losing their jobs' and for employees whose training will enable them to take other jobs in the internal labour market and so, in principle, make room for unemployed people.

The CBBs are municipal institutions subsidized by the Directorate-General for Manpower. They are specifically geared to the vocational guidance of cultural minorities. The subsidy paid to the municipalities for the running of the CBBs covers all staff and equipment costs. The CBBs form part of the PBVE scheme.

A second group of training activities in which the Directorate-General for Manpower is involved at national level consists of training projects in computer science and new technologies. They include the Action Plan for the Computer Services Industry (ACSI 85), the National Programme of Crash Courses in Information Science (NIIO), the Occupations for School-leavers in Information Technology Project (ISI),* the Netherlands Informatics Training Project (PION), the In-

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* It is questionable whether in the context of this study the ISI can be counted as adult vocational education. It is formally a type of apprenticeship training.

formatics Training Subscription Scheme of the Local Employment Offices (IIG), the Philips Information Technology Training Plan (OIT) and the European Community's vocational training and new technology programme (Eurotechnet).

The costs associated with the ACSI 85 training programme are borne jointly by industry and the Ministry of Social Affairs and Employment. The Directorate-General for Manpower pays a maximum of Hfl 9,000 for each male trainee programmer and Hfl 11,000 for each female trainee. For the training of systems analysts Hfl 4,000 is provided. Eventually the expenditure will be covered by the subsidies for the apprenticeship scheme.

Of the training costs associated with the NIIO, 60% is borne by the Ministry of Social Affairs and Employment up to a maximum of Hfl 12 million (Hfl 2.4 million p.a. from 1986 to 1990), while the Ministry of Economic Affairs pays a maximum of Hfl 9 million for course development, the transfer of know-how from abroad and the publicity campaign.

In the case of the ISI (for young people under 23) the Ministries of Education and Science, Economic Affairs and Social Affairs and Employment cooperate with industry. Hfl 270 million spread over five years has been set aside by the various ministries. The Ministry of Economic Affairs is contributing towards the initial costs of the project. Training costs amount to about Hfl 12,500 per participant, of which about Hfl 6,250 is borne by the Ministry of Social Affairs and Employment and Hfl 3,500 by the Ministry of Education and Science. Industry is expected to contribute the rest. Where the Ministry of Social Affairs and Employment is concerned, the BVJ applies.

The costs associated with PION are borne jointly by the Directorate-General for Manpower and the firms concerned. A subsidy of about Hfl 10,000 is granted for each participant.

Participants in the IIG project retain their benefits. In principle, the scheme covers all other costs. A subsidy is granted to the local employment office and is added to the budgets for the 'task-setting policy'.

The Directorate-General for Manpower also makes a contribution to the OIT.

To encourage training geared to women, the Directorate-General for Manpower has undertaken to grant women's vocational schools an annual subsidy of Hfl 10 million. The schools in Utrecht and Zeeland are subsidized by central government, the others under the task-setting policies of the local employment offices. In addition, other measures often include target figures for participation by women.

The schemes relating to minorities are incorporated in other schemes, specifically geared to them or containing target figures.

3.3 Recent developments in legislation and rules

As stated earlier, new rules are being drawn up for various fields and aspects. For the most part, they are designed to improve cohesion and to introduce new planning procedures and financing systems. In this section the most important ideas and some of their features are considered. As most take the form of Bills or proposals for legislation, some caution is required. Most have yet to be approved by Parliament. However, some elements of these proposals have already been implemented.

3.3.1 The Adult Education (Implementation) Bill

This Bill restricts the scope of the Adult Education (General Provisions) Act. It now covers basic education, day-time and evening education (junior general secondary, higher general secondary and pre-university education) and vocational education for adults. A distinction is also made between related areas of policy. The planning system is also being changed.

It is envisaged that planning will take the following form: the central government will draw up a 'National Adult Education Plan', which will be global and act as a guide. The budgetary resources available for each aspect of adult education and for support services will be indicated. The plan will further lay down the criteria for sharing the national budgets among the regions. At regional level the national plan will be developed into regional education plans. In preparation for this the parties concerned will initiate the setting up of regional education committees, which will be composed of representatives of the various areas of adult education plus representatives of organizations involved in adult education. The municipalities will appoint one or more observers. After a draft plan has been established in this way, the cooperating municipalities will adopt the plan, as it stands or in an amended form. The central government will then release the money, either to the cooperating municipalities or direct to the institutes. The two sides of industry as well as the government will be involved in the planning of adult vocational education at both national and regional level.

The fragmented and disjointed support activities will be replaced with a new structure at three levels, the most important being formed by the regional education centres. The planning and financing of these centres and the monitoring of the performance of tasks are the responsibility of the provinces for the time being. In addition to the centres' activities, the provinces have the task of encouraging support for educational workers. The third level is to consist of national support institutions.
The Bill provides for planning and financing at two levels, provincial and national. The four large cities may form independent regions with a number of provincial tasks.

3.3.2 The Labour Management Act

A new Labour Management Act is in preparation and is expected to be passed in 1989. (However, it has yet to be discussed by Parliament and raises a number of highly contentious issues, particularly the ultimate sharing of influence between Parliament, or the Ministry of Social Affairs and Employment, and the two sides of industry.) The Bill is based on the premise that the government and the two sides of industry will take joint responsibility for labour management. The Labour Management Boards at both national and regional level will consist of representatives of employers' organizations, employees' organizations and the government.

The joint administration of labour management also has implications for the training policy. The Labour Management Bill states that the Tripartite Labour Management Board is to perform a planning function with respect to training and vocational lecture courses for adults. The Central Labour Management Board (CBA) and the Regional Labour Management Boards (RBAs) are to be empowered to decide on the basis of labour market trends what vocational education for adults will be financed by the government. The CBA will be able to dispose of its own financial resources, which will be provided by the Ministry of Social Affairs and Employment. It will also be able to decide how resources set aside for training in departmental budgets should be used. The departments concerned are Education and Science, Agriculture and Fisheries and Economic Affairs: the money is usually earmarked for certain types of education, and the CBA will decide precisely how it is to be spent. Given the nature of the labour market, the CBA may opt for national distribution or, to give the RBAs scope to spend the resources, for distribution at regional level. The CBA will draw up a national framework policy, in which priorities will be set and budgets made available to the RBAs. These budgets need not be earmarked for training. In this approach the CBA and RBAs determine the need for training. For implementation they will use their own training facilities (the Adult Training Centres, the Adult Commercial Training Centres and the Centres for Occupational Orientation and Training), whose capacities will be specified. For the most part, however, the local employment offices will contract the training activities out to regional vocational education bodies. Important considerations in this context are:

a. Economic recovery and more jobs call for an increase in training opportunities for the employed and unemployed. The vocational schools are spread wide and can ensure a significant rise in the number of training places.
b. As a result of the demographic trend (decline in the birth rate) the number of apprentices in vocational education is falling. The present vocational education system was established with government resources. This public investment must be used as efficiently as possible. Premises should not be allowed to stand empty.

The way is also being paved for the involvement of vocational education in labour management by the Vocational Lecture Courses Act, now

in preparation (see below), and the Adult Education (Implementation) Act (see above).

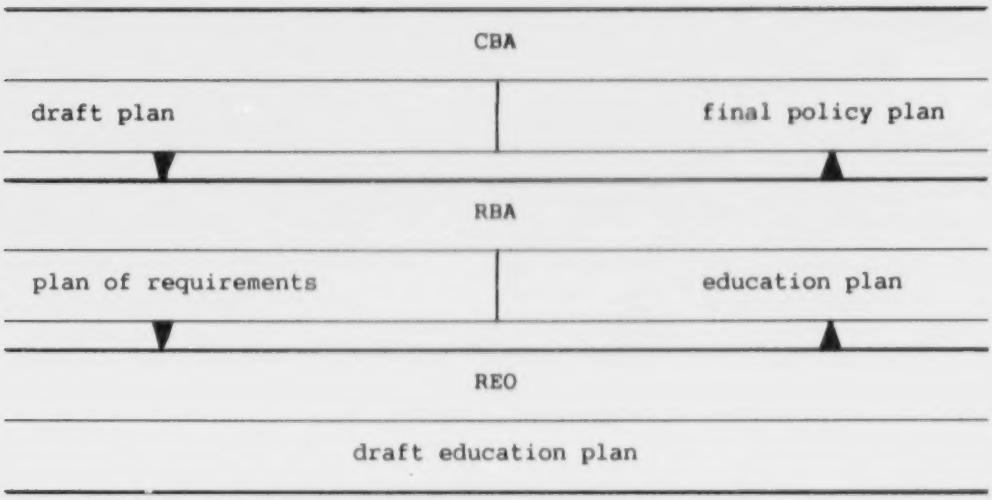
3.3.3 The Vocational Education (Lecture Method) Act

This Act governs the structure, quality, planning and coordination of facilities and activities in the area of vocational education by the lecture method, except where the planning of such activities is governed by the Adult Education (General Provisions) Act and the Labour Management Act. Vocational education by the lecture method includes training intended for adults and for young people who have completed or partly completed their compulsory education. The Act governs the apprenticeship scheme, part-time senior secondary vocational education and special training (including follow-up senior secondary vocational education courses, Adult Training Centres, Adult Commercial Training Centres and Centres for Occupational Orientation and Training), but not higher education.

Some education is planned by the administrative structure of labour management (see above) and may be financed by it. This is true of part-time senior secondary vocational education and special training. The financing is globalized. In the case of part-time senior secondary vocational education, it is based on the number of participants included in the RBA's regional education plan. The Ministry of Education and Science sets aside a certain amount in its budget for this purpose. Decisions on physical resources and staffing for special training are taken by the institute and the RBA. Special training activities as a whole must be self-supporting.

The apprenticeship scheme will continue to be no concern of the planning system of the Directorate-General for Manpower. It will still be financed separately, i.e. the number of apprentices enrolled on 1 September will determine the level of financial compensation the following year. The institute is paid a lump sum, from which it has to meet all its costs. The PBVE scheme will be integrated on the basis of general guidelines drawn up by the CBA. The resources for coordination will be made available to the regional education committees (REOs).

If we take the essence of the three proposals for legislation referred to above, the main line in the planning of activities can be depicted as follows:



3.3.4 General Secondary Adult Education (VAVO)

This proposal concerns day/evening schools for general secondary and pre-university education. VAVO will perform two functions:
- it will give adults a second chance to obtain a certificate with associated rights; however, the government will finance education only in subjects relevant to follow-up training courses;
- it will act as a link by enabling adults to go on to part-time vocational education at primary and secondary level and to part-time higher education (higher vocational education, pre-university education and the Open University).

The initial planning for VAVO schools will continue to follow the pattern of the planning procedure for secondary education. Open-ended financing will be replaced with budget or ceiling financing. Within the budget for VAVO available at regional level the schools may themselves decide how much time to devote to second-chance and linking activities. The budget for VAVO will be paid directly to the schools.

If this proposal is accepted, subsidized general education for adults will be severely restricted. Education not geared to the award of a diploma or in subjects not relevant to subsequent training will no longer by financed.

3.3.5 Legislation on contractual activities

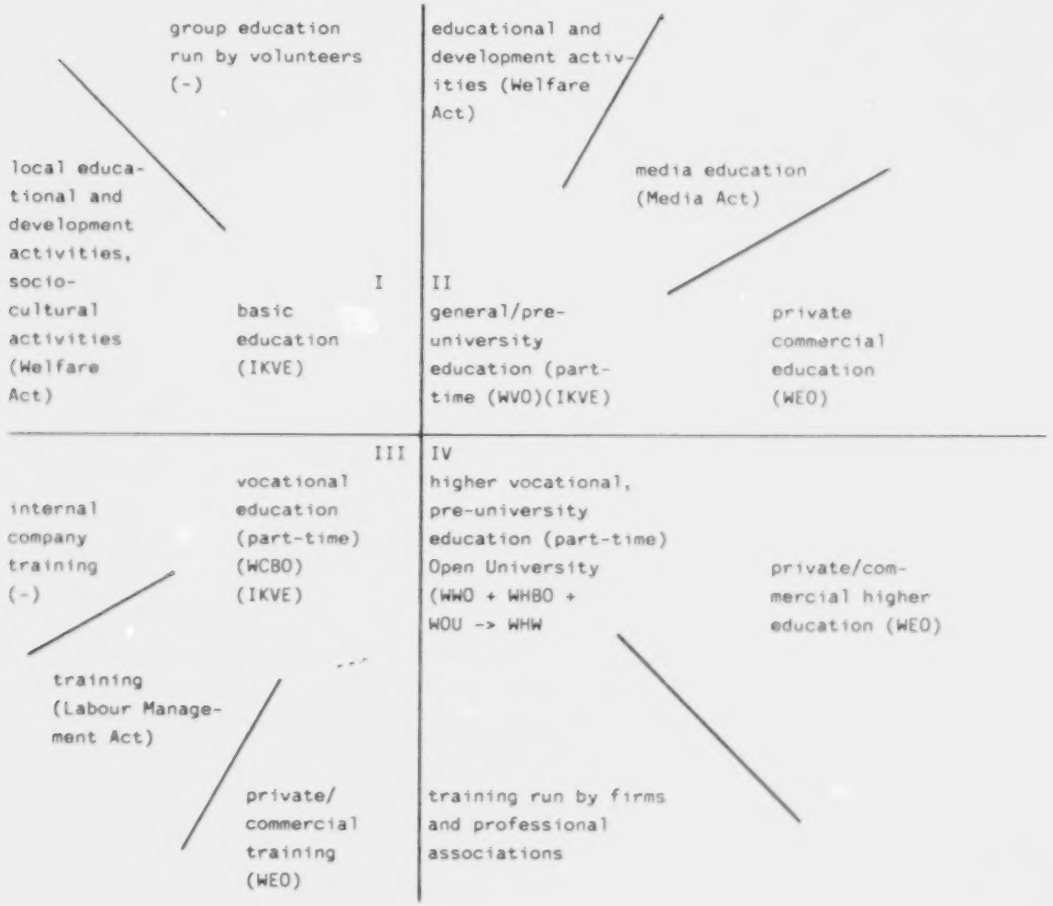
This legislation will enable schools to offer a range of courses to employers or individuals as part of their normal activities at rates which cover their costs.

3.3.6 Some of the main features summarized

The systems of planning and financing adult (vocational) education are about to be radically restructured in the Netherlands. Subsidized adult education facilities will generally consist of four types in the near future:
- facilities for adult vocational education in the strict sense
- facilities for basic education
- facilities for general secondary and pre-university education
- facilities for higher education.

Relating these four types to the relevant legislation (other Acts also play a part) produces the following diagram:

Figure 3.1 - Structure of facilities and legislation on adult education


group education run by volunteers (-)
educational and development activities (Welfare Act)
local educational and development activities, socio-cultural activities (Welfare Act)
media education (Media Act)
I
basic education (IKVE)
II
general/pre-university education (part-time (WVO)(IKVE)
private commercial education (WEO)
III
vocational education (part-time) (WCBO) (IKVE)
IV
higher vocational, pre-university education (part-time) Open University (WWO + WHBO + WOU -> WHW
internal company training (-)
private/commercial higher education (WEO)
training (Labour Management Act)
private/ commercial training (WEO)
training run by firms and professional associations

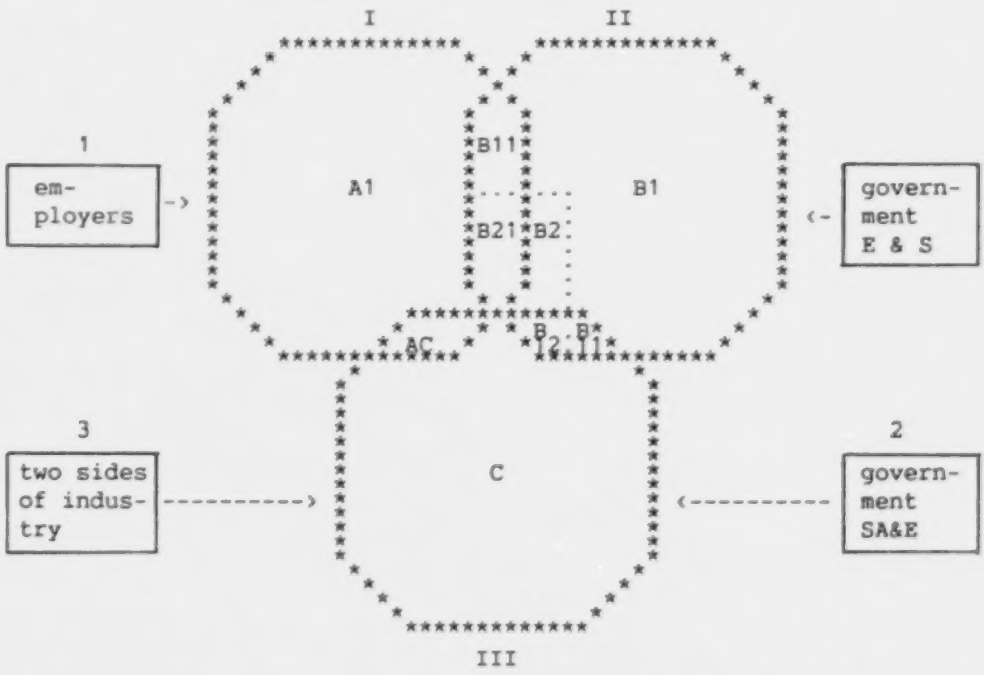
Source: Bronneman-Helmers, 1988

The main objectives are the improvement of cohesion, the involvement of the two sides of industry in policy-making and also the government's withdrawal from administration and financing. The most important examples of this last objective are:

- privatization, especially of the Directorate-General for Manpower;
- introduction of budget and ceiling financing to replace the present open-ended financing;
- enabling schools to provide education under contract, thus giving them their own source of revenue and making them less dependent on the government;
- restriction of government-financed part-time general secondary and pre-university education to subjects relevant to subsequent training;
- an increase in participants' contributions in line with the principle of consumer-paid services.

The pending radical adjustments also make it difficult to present a clear picture of financing flows and flows of people in adult vocational education in its current fragmented state. The following diagram attempts to depict the main element of adult vocational education on the basis of present and future legislation and financing methods. Despite its shortcomings, it gives some impression of the complexity of the subject.

Figure 3.2 - Breakdown of adult vocational education based on the criteria of educational and financial responsibility (obtained from Wong & Schokking-Siegerist, 1987)



KEY

Functions of the facilities:

I: facilities and training projects with an 'adaptor' function and intended for employees only (A), the employed and unemployed (AC) and the general public (B11, B21);

II: facilities and training projects with a general social (B1) and a commercial (B2) function and intended for the general public;

III: facilities and training projects with an 'interface' function, intended for the unemployed only (C), the employed and unemployed (AC) and the general public (B22, B12).

Involved in implementation:

1. both advisory bodies (trade unions, works councils) and executive bodies (managing board, operating company and personnel department) in monitoring the internal labour market;
2. both advisory bodies (regional labour market councils, advisory committees) and implementing bodies (Directorate-General for Manpower, District Labour Management Office (DBA), local employment offices) in monitoring the external labour market;
3. the body responsible for monitoring III in the future.

Responsibilities:

A. Employer monitors and is in principle responsible for:
   - internal company training
   - purchased commercial training projects (both off the shelf, though possibly adapted, and tailor-made)
   - sectoral training

B21. Employer (partly) responsible for financing, private institutes for all monitoring:
   - external company training
   - correspondence courses
   - non-formal oral education

B11. Employer (partly) responsible for financing, the Ministry of Education and Science for all monitoring:
   - basic education projects
   - radio/TV course (TELEAC)
   - day-release education
   - part-time education, Open University

B22. Awarding authorities responsible for financing, private institutes for all monitoring:
   - correspondence courses
   - non-formal oral education, financed through the Job-seekers' Education Expenses Scheme (SKR) (Framework Training Scheme - KRS) and the General Disablement Insurance Fund (AAF)

B12. Awarding authorities responsible for financing:
   - Ministry of Education and Science responsible for all monitoring
   - monitoring shared by Ministry of Education and Science and Ministry of Social Affairs and Employment: Vocational Education for Adults (BKE)/Adult Primary Vocational Education (PBVE) schemes

C. Awarding authority responsible for financing and all monitoring:
   - Centres for Occupational Orientation and Training (CBB)
   - Adult Training Centres (CVVs), Adult Commercial Training Centres (CAVVs)

AC. Responsibility and monitoring shared by employer and awarding authority in respect of training projects for the employed and unemployed:
   - projects under the KRS
   - special projects (women's vocational schools, projects for graduates)

3.4 Regulatory framework in the private sector

In the private sector too there have been major changes in adult vocational education in recent years, affecting not only the scale and the financial resources made available but also the institutional frameworks within which adult vocational education is provided. We have shown above that this cannot be seen in complete isolation from changes in the rules governing the public sector.

A major impulse for these changes was provided by the reports of the Wagner Committee (Advisory Committee on Progress under the Industrial Policy, 1983a, 1983b), the discussions of the Consultative Committee on these reports and the agreements reached in the Joint Industrial Labour Council (the central consultative body of employers' and employees' organizations) in 1982, 1984 and 1986. For a general review of the (growing) involvement of the two sides of industry and the pertinent rules reference should be made to the report entitled 'Social partners and vocational education in the Netherlands' (Van Dijk et al., 1987). Changes being made specifically in the private sector are reflected in provisions of collective agreements relating to adult vocational education, the establishment of training funds and the emergence of new, often regionally organized cooperative associations designed to stimulate adult vocational education. To date, by far the most measures have concerned training opportunities for the employed (and also young people under the apprenticeship scheme).

3.4.1 Collective agreements

In the last few years provisions on training efforts have been included in one form or another in collective agreements relating to various sectors of industry and individual enterprises.

The parties to collective agreements have various means of encouraging employees to participate in educational activities. They include (see Ministry of Social Affairs and Employment, Educatie in CAO's (Education in Collective Agreements), The Hague 1985):
- the requirement in the collective agreement that certain categories of employees undertake educational activities;

- granting employees the right to paid or unpaid leave to undertake educational activities;
- granting employees the right to compensation for costs incurred in connection with participation in educational activities;
- granting employers the right to compensation for costs incurred as a result of employees undertaking educational activities;
- provisions (in the collective agreement) on opportunities for apprentice-employees after the completion of a training course;
- the maintenance by the parties to the collective agreement of institutes which provide or arrange educational activities.

Research on collective agreements is subject to major constraints, especially where aspects of this nature are concerned. Practices usually vary widely even within one sector of industry, and collective agreements almost always contain general provisions that apply to all, or large groups of, employees.

Research on collective agreements can therefore give no more than a limited impression of the arrangements that actually apply. They may be governed, for example, by a supplementary company-wide collective agreement which is not registered with the Collective Employment Conditions Section (DCA), a section of the Ministry of Social Affairs and Employment, or they may be based on other forms of civil law and so do not need to be registered with the DCA. This again restricts the impression that can be gained of the kind of educational activity for which facilities may be provided.

These constraints are particularly noticeable when widespread change is occurring in this field. This appears to be the case at the moment (see Ministry of Social Affairs and Employment, Educatie in CAO's, The Hague 1985, pp. 10 f.).

As a result of research carried out by the DCA on a random sample (with the largest possible spread in terms of the nature of company activities) of 38 sectoral collective agreements and 22 company-wide collective agreements (together applicable to 1,800,000 employees) a distinction is made between arrangements for employees in general and for young people in particular (see Ministry of Social Affairs and Employment, Educatie in CAO's, The Hague 1985). The research was conducted in 1984.

As regards provisions in collective agreements concerning employees, it was found that:
- 28 sectoral collective agreements (1,480,000 employees) and 15 company-wide collective agreements (182,000 employees) contained one or more provisions concerning educational leave for employees. Under 21 of the sectoral collective agreements and nine of the company-wide collective agreements such leave was restricted to the attendance of a subject-oriented course or the taking of a subject-oriented examination.
  The duration of educational leave varied quite considerably. In most cases, wages and salaries were paid during such leave.

- Of the collective agreements examined, three sectoral and seven company-wide agreements contained a provision on the retraining and updating training of employees in connection with a change of post, changes in duties and the filling of vacancies.
- Two collective agreements granted employees a one-time bonus if they were awarded a subject-oriented diploma. Six collective agreements contained a provision under which the wage or salary paid during training was lower than that applicable to the post for which the training was intended.
- Six collective agreements included detailed rules on education expenses.

On the basis of more recent research by the DCA (1988), we give below a number of practical examples of relevant provisions in collective agreements.

Of all the 75 collective agreements in the private sector, each applicable to 5,000 or more employees - in other words, the 'major' collective agreements - 37 (1,250,000 employees) provide for more or less specific training or job-creation measures. However, it is not always clear whether and to what extent this implies additional training efforts. Thirteen collective agreements (146,000 employees) contain only declarations of intent or provisions concerning studies on training and job-creation plans (for young people). Firms and branches not required to make any effort at all by collective agreements are to be found particularly in the agricultural sector, parts of the commercial sector and the transport sector.

There is a clear trend towards the expansion and intensification of training. More and more agreements are being reached on general training measures (i.e. measures not intended solely for young people). As a guide for the company's various departments, the basic agreement with Unilever provides for employees to be granted two days of training. Butchers are also entitled to two days a year. At Akzo no agreement has been reached on the individual employee's right to training, but the aim is that each employee should spend an average of 4 to 5% of his annual working hours (8 to 10 working days) in training. In the metal industry all employees have been entitled to one day's paid leave for training since 1987.

In the above-mentioned cases, working hours are converted into educational leave. Agreements have also been reached on the allocation of additional days of leave for training. The banks have agreed that, where more than one day a year is devoted to training, half of the additional days will consist of working hours and the other half of additional days of leave.

In 1988 the construction industry granted two additional days of leave, which could be spent in training.

In a few sectors of the economy, notably manufacturing industry, agreements have been reached on retraining and updating training

courses. Updating training programmes play a particularly important role in the metal industry, where a relatively large number of older employees are confronted with new methods of automation.

The last agreement with the metal industry provided for efforts in this field to be continued and stepped up (an agreement was also reached on the financing of updating training courses for unemployed metal-workers lasting two days a year). The Post Office Bank has set aside Hfl 20 million for retraining and updating training.

As regards training agreements concerning specific categories in the labour market, the request made during consultations between the government and the two sides of industry for thought to be given to the position of the long-term unemployed has not yet resulted in any significant increase in provisions relating to this target group in collective agreements: what provisions there are date back to the previous contract period. An exception is the new initiative launched by the banks in cooperation with a number of local employment offices to enable long-term unemployed people to gain work experience through short periods of practical training. The agreement with the metal industry, on the other hand, reduced the levy collected to finance projects for the long-term unemployed from 0.2 to 0.1% from the beginning of 1988 (less was spent in 1987 than had been forecast).

The latest report of the Joint Industrial Labour Council's Working Group on Long-term Unemployment refers to the difficult position of women wanting to go back to work and of ethnic minorities. The latest agreement concluded with the metal industry states that more attention will be paid to these groups. Akzo will also be increasing its efforts for women under the youth work plan.

The construction industry (including painting and plastering firms) has been conducting an experiment since last year aimed at improving records of supply and demand in the provinces of Friesland and South Holland, improving placement methods and promoting training and skills. The Ministry of Social Affairs and Employment is cooperating in or subsidizing these efforts.

3.4.2 Training and development funds

We conclude this chapter with a few comments on provisions in collective agreements concerning associations and funds in support of 'any educational goal' (see DCA, 1985):

- In 1984 29 of the 38 sectoral collective agreements examined contained provisions of this kind (none of the company-wide agreements did). The (subsidiary) objective of the funds concerned is the administration of money for, among other things, education and training.
- As a rule, a levy on total wages and salaries is used to finance the fund, the percentage levied varying from a few hundredths to about 1.5% of total wages and salaries.

- The aims may vary considerably. Some funds are simply designed to provide (management) training for trade union members. Others were established to offset the costs incurred by the individual employer when employees attend training courses, whether or not as part of an apprenticeship.

A good example of the operation of training and development funds and their possible significance at regional level is provided by the situation in the metal and electrical engineering industry, where the collective agreement provides for 0.9% of total wages and salaries to be paid into the national training and development fund. The Ministry of Social Affairs and Employment also contributes to this fund (through the BVJ). The fund is used not only to subsidize apprenticeship training in this sector but increasingly to encourage retraining and updating training. Precisely how the money is divided between the two areas is not very clear. For a description of the development of training policy in the metal and electrical engineering industry and the mechanisms that play a part in this context reference should be made to the recently completed report entitled 'Opleidingsbeleid tussen markt en sturing' (Training Policy between Market Forces and Regulation), Hövels et al., OSA, 1989).

In conclusion it can be said that the rules and financing in the private sector are also undergoing major changes. Developments in this area are, however, closely related to those in the public sector. Furthermore, the agreements reached are usually of a fairly general nature, and it is not always easy to establish how individual enterprises interpret them. It seems clear that for the moment training the working population is the main aim of agreements reached in the private sector.

Chapter 4 - FINANCIAL FLOWS

Information on the financing of adult vocational education in the Netherlands is still far from complete and varies from one sector of this field to another. The following presentation of what information there is broadly conforms to the sectoral breakdown used above.* Financing flows do not, however, comply with this breakdown, many activities receiving support from more than one financial source. The sectors can nonetheless be used as a rough guide. They largely correspond to the 'organizers' referred to in section 2.4.3. When we look more specifically at financing patterns and mechanisms, we find the lines dividing the sectors are crossed. For the time being, however, the information available hardly suffices for a detailed description of such patterns. What is known is how the criteria have been formulated by government and industry in certain projects, but the actual financial data (on industry in particular) are still not recorded clearly enough.

In this chapter and the next, which concerns flows of people, the attempt is made wherever possible to begin with the whole range and then to consider more specific arrangements so as to give something like an overall impression. In this we have been guided primarily by Figure 3.2 (section 3.3.6).

As far as possible, the discussion covers financing flows relating to company training schemes, private training institutes, standard education and training in the context of labour management.

It should first be emphasized that there may be considerable overlapping of 'company training schemes' and 'private training institutes' because firms often take advantage of the courses offered by private institutes in their training activities. Figures recently published by the Central Bureau of Statistics (CBS) show that almost 60% of the training which firms contract out is provided by private training institutes.

It should also be remembered that it is not absolutely clear what proportion of the courses run by private education institutes and of standard education courses are vocationally oriented. This is not adequately revealed by the information obtained from surveys of participants.

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* In principle, other classification criteria could be used to obtain a picture of the financing of adult vocational education. One might be the 'direct' source of funds. Figures 4.1 and 4.2 describe a possible alternative (from a suggestion by one of the members of the CBS staff consulted).

4.1 Company training schemes and financing

Various figures are quoted for the amount of money spent by industry. Depending on the method used, the amount industry spends on training in the Netherlands is estimated at either about Hfl 2.3 billion, or 1.5% of total wages and salaries (CBS, 1988; this includes lost working hours and excludes participation in conferences and on-the-job training) or about Hfl 3.5 billion (Suesan et al., 1986). In view of the disparity between these estimates, some caution is required for the moment. Many firms are not, moreover, sufficiently aware of the total costs associated with training. However, the Ministry of Social Affairs and Employment has now suggested how this disparity might be explained (Ministry of Social Affairs and Employment, 1988). This will be discussed later.

Large-scale and comprehensive research on company training schemes did not begin in the Netherlands until very recently. The most important studies covering the whole area are: 1) the study of quantitative aspects of company training schemes undertaken by the Central Bureau of Statistics with the object of developing a set of 'Statistics on Company Training Schemes' (in connection with a study of qualitative aspects undertaken by the University of Twente) and 2) two surveys carried out for the Ministry of Social Affairs and Employment and the Socio-Economic Council's Committee on Firms' Development Problems (COB). The two surveys concerned company training schemes (Suesan et al., 1986) and sectoral training schemes (Wijers et al., 1987).

4.1.1 The CBS Statistics on Company Training Schemes

The CBS collected the material for its statistics on company training schemes by conducting a random sample survey of all firms and institutions in the Netherlands with five or more employees, excluding government, education, health care and religious institutions. Never before had the CBS undertaken research on so large a scale. It is not yet certain whether it will repeat this exercise and create a more or less permanent set of statistics on company training.

In this research on company training schemes, which was carried out in 1986, a distinction was made between two types of training: company training schemes 'in the strict sense' and external training schemes. Company training schemes 'in the strict sense' are open only to people who work for the company itself (or for subsidiaries or the parent company); external training schemes are also open to others, but are (partly) financed by the company. In other words, the term 'company training scheme' is used when the training is completely or partly financed by the company itself. According to the CBS study, training occurs when one or more meetings take place at a predetermined time and place and are attended by a more or less fixed group of participants to achieve certain learning objectives. The study does not regard as a company or external training scheme any

training which forms part of the apprenticeship scheme, educational activities for young people, work done by trainees from outside the firm, teaching during work, on-the-job training, including internal and external practical training and courses for the firm's clients/ customers. The data obtained from the CBS research can be considered representative of the total population of 71,000 firms with five or more employees.

The CBS has recently published the initial research findings. We present some of them below. Also of interest in the context of this project is the questionnaire used by the CBS. It specifies the data which the CBS in principle has available on company training schemes in the Netherlands (Annex 6).

It was found that 33% of all firms undertook training activities in 1986. Training capacities vary widely with the size of firms. Smaller firms undertake fewer training activities than larger ones. The leaders in the training field are public utilities, firms in the banking and insurance sector and other commercial services and the rest of the service sector.

The same trend is detected in training organized by firms themselves (i.e. company training schemes 'in the strict sense'). The number of firms which themselves organize training for their own personnel rises sharply with size (Table 4.2, Annex 7).

However, the vast majority of firms that arrange training for their employees send them to external courses. In only a few cases does the training consist entirely of internal courses. It is mainly the smaller firms which take advantage of external courses if they participate in company training schemes (Table 4.3, Annex 7).

The costs associated with company training schemes in the Netherlands, as calculated by the CBS, are shown in Table 4.4 by sector and size category. It should be noted that the questionnaire asked for 'all costs incurred by' the firm (see Annex 6), excluding labour costs and social security charges associated with apprentices with apprentice agreements. Firms were asked to break down the total costs, where possible. If unable to do so, they were asked to indicate precisely what categories of expenditure the total figure comprised, the following categories being used:

1. expenditure on staff and equipment, including social security charges associated with any staff employed by the firm in a separate department responsible for internal and/or external company training;
2. expenditure, including social security charges, on staff (including instructors), apart from the staff of departments referred to in 1, concerned with (the administration of) internal and/or external company training;
3. cost of external assistance with company training schemes (instructors, help with the development of courses), cost of courses bought in;

4. reimbursement of education expenses and associated travel expenses;
5. costs associated with educational leave/lost working hours;
6. other costs.

Table 4.4 - Participation in and cost of (internal and external) company training, by sectors and size categories, 1986

A. Participants[1]

	Size category, number of employees			
	5 - <100	100-<500	=500	Total
	x 1000			
Agriculture and fisheries	0.9	0.5	-	1.4
Minerals extraction and manufacturing	23.4	45.9	198.2	267.5
Public utilities	0.7	2.3	11.3	14.3
Construction industry and installation firms	7.3	7.8	5.9	21.0
Trade, hotels and restaurants, repair firms	27.7	19.9	24.2	71.8
Transport, storage and communications firms	4.1	5.5	86.9	96.5
Banking, insurance and commercial services	52.1	51.5	114.2	217.8
Other services[2]	17.5	28.9	25.1	71.5
Total	133.7	162.3	465.8	761.8

B. Costs, including the cost of lost working hours

	Size category, number of employees			
	5 - <100	100-<500	=500	Total
	Hfl millions			
Agriculture and fisheries	3	1	-	4
Minerals extraction and manufacturing	59	116	604	779
Public utilities	3	9	36	48
Construction industry and installation firms	15	16	14	45
Trade, hotels and restaurants, repair firms	52	52	97	201
Transport, storage and communications firms	12	14	456	482
Banking, insurance and commercial services	106	136	331	573
Other services[2]	47	52	61	160
Total	297	396	1599	2292

1 Employees of firms and institutions
The number of participants is based on the number of courses attended, e.g. an employee who has attended two courses counts as two participants.

2 Comprises in particular social services, sport and recreational institutions/firms, (socio-) cultural and research institutions.
Does not include: government, religious institutions, education and health care.

Source: Statistisch bulletin 8 (CBS), 25 February 1988

The cost of training schemes borne by employers, extrapolated to include all firms, amounts to Hfl 2.3 billion, or 1.5% of labour costs. As a proportion of labour costs, training costs are equivalent to 0.5% for small firms (5 to 100 employees), 1.2% for medium-sized firms (100 to 500 employees) and 2.9% for large firms. Costs average Hfl 3,000 per participant and Hfl 1,000 per employee (of firms providing training). There are major differences between large firms on the one hand and medium-sized and small firms on the other. The cost per participant is Hfl 3,400 in large firms, Hfl 2,400 in medium-sized firms and Hfl 2,200 in small firms, the cost per employee being Hfl 1,700, 600 and 500 respectively.

The distinction made between company training schemes in the strict sense and external courses marks the first division of financing flows. Unfortunately, costs have not yet been split between these two types of training in presentations of the CBS research findings.

Another point worth noting is that the CBS questionnaire also asked firms to state the amount received in 1986 (on a cash basis) in subsidies for training (see Annex 5). They were requested to break the sum down into amounts received under the following schemes:
1. the Joint Government and Industry Training Scheme (SOB);
2. the Work Familiarization Support Scheme (MOA);
3. the National Programme of Crash Courses in Information Science (NIIO);
4. the European Social Fund;
5. other schemes.

So far, however, the CBS has not reported on this aspect of the cost question either, one important reason being that it does nor consider the data reliable.

External courses can be attended at a variety of institutes. A breakdown into private institutes, sectoral organizations and standard education reveals that private institutes account for 60% of external training, sectoral training for over 30% and institutes of standard education for about 10% (Table 4.5, Annex 7). (These figures are based on numbers of participants since financial data have yet to be published.)

Producers of physical goods take rather more advantage of private institutes, commercial services, trade and transport tend to use sectoral organizations, and the other services make more use of standard education.

In the early 1980s training costs appear to have risen sharply to judge from a comparison of the CBS data and an estimate by the Ministry of Social Affairs and Employment based on surveys of individuals (manpower censuses). This rise is closely linked to the size of firms and is highest in larger firms and, within this category, in banking and insurance.

The CBS statistics on company training schemes indicate that training costs as a percentage of labour costs rise sharply with the size of the firm: from 0.5% in small firms to 1.2% in medium-sized firms and 2.9% in larger firms. (NB: The figure for the last two categories, i.e. firms with 100 or more employees, is 2.2%.)

Two factors are responsible for the sharp increase in training costs as a proportion of labour costs:
1. The ratio of training courses to employees is rising.
2. Costs per participant are rising.

Table 4.6 - Increase in training costs, by sector and size of firm (including lost working hours)

	Proportion of labour costs		
	1981*	1986	increase
Sector	%	%	
Minerals extraction and manufacturing	0.8	1.6	2x
Commerce	0.2	0.8	4x
Banking and insurance	1.2	2.3	2x
Size category			
5 to 99 employees	0.5	0.5	1x
100 to 499 employees	0.7	1.2	1.6x
over 500 employees	1.3	2.9	2.2x
Total	0.8	1.5	2x

* estimated by the Ministry of Social Affairs and Employment

Source: Ministry of Social Affairs and Employment, Rapportage Arbeidsmarkt 1988

As stated earlier, other studies contain different estimates of the total amount spent by firms on company training schemes. Suesan et al. (1986), for example, estimate the annual total at about Hfl 3.5 billion. The Rapportage Arbeidsmarkt (Labour Market Report, Ministry of Social Affairs and Employment, 1988) has the following explanation for the difference: the study by Suesan et al. appears to have overestimated two factors, the number of employees in very large firms, their high figure for expenditure per employee naturally causing a distortion, and expenditure per employee in smaller firms. Together, these two factors result in an overestimation of training costs as a

proportion of labour costs. On the other hand, a number of sectors are excluded from the CBS study. If it is assumed that training costs in the health sector correspond to the average in the private sector (Hfl 1,000), the total spent on training would be about Hfl 2.7 billion. If it is also assumed that the growth discernible since the early 1980s has continued, a total of Hfl 3.5 billion is conceivable, perhaps not in 1986, but in 1988.

4.1.2 'Sectoral training schemes in the Netherlands'

The CBS study reveals that sectoral training accounts for over 30% of company training schemes. It does not otherwise break down the costs associated with such training, but a survey carried out in 1987 for the Socio-Economic Council's Committee on Firms' Development Problems (Wijers et al., 1987) supplies some supplementary data. The aim of the study was to quantify sectoral training schemes as far as possible. Training activities forming part of the apprenticeship scheme, standard education and training efforts by individual firms are not covered by the study, which was carried out in 1985.

The field covered by the research was fairly complex in structure. Many sectoral organizations have delegated training activities to separate bodies. In some sectors there are several sectoral training institutes, and there are instances of one institute taking care of training for several sectors. One sector covered by the study had put its training activities in the hands of an independent, commercial training institute.

In eight of the sectors selected no sectoral training was provided, for various reasons. In over 75% of the sectors covered by the study training was provided or arranged by sectoral organizations.

The quantitative data received from the 27 organizations which did provide sectoral training and were able to cooperate in the research varied widely in terms of completeness and detail. No question was answered fully by any of the respondents, the number varying in each case. All the research findings thus relate to fewer than 27 organizations. In addition, almost every finding concerns a number of training organizations. The composition of the findings also varies from one question to another. They should therefore be interpreted with some caution.

The most important quantitative research findings are the following:
- If the findings can be regarded as indicative of all sectoral training schemes in the Netherlands, about 110,000 people (employed and self-employed) attended sectoral training courses in 1985. For comparison, the CBS study showed that 99,700 people participated in sectoral training schemes (in 1986). The disparity might be due to the CBS's exclusion of firms with fewer than five employees.

- The associated costs were estimated at Hfl 300 million (including labour costs for lost working hours, which accounted for half of this sum).
- The average cost per participant in sectoral training schemes can be put at Hfl 2,700.
- Total expenditure by the training bodies in 20 sectors amounted to about Hfl 71 million, with the cost of running the training schemes (printing, instructors' pay, etc.) accounting for 60% of this sum, development costs for over 10%. The remaining 30% was described by the organizations as overheads.
- These sectoral organizations' revenue totalled some Hfl 74 million, 40% consisting of course fees, 30% of contributions from firms and almost 25% of government subsidies, with 5% from other sources. It is not known what proportion of the course fees was paid by the firms and what proportion by the participants themselves. The pattern of the training organizations' revenue and expenditure has not changed significantly in the past.
- The 23 sectoral organizations able to give information, to which firms with a total workforce of over a million are affiliated, catered for a total of about 84,000 people. The number of participants per organization varied from 30 to about 18,500.

4.1.3 An example of financing flows at sectoral level: the metal and electrical engineering industry

As training efforts at sectoral level are gaining in importance in the Netherlands - as evident, for example, from the provisions concerning training in collective agreements (see Chapter 3) - we will consider at some length, by way of example, the practical implications of this trend in one sector: the metal and electrical engineering industry (or heavy industry). The most important employers' organization in this sector - the Federation of Mechanical and Electrical Engineering Industries (FME) - does not itself undertake any training activities at sectoral level. Nor does the Training and Development Organization for the Metal and Electrical Engineering Industry, which is run jointly by the FME and the trade unions. External courses in this sector are run by a limited number of private training institutes, three large and ten smaller ones. The document entitled Quantity and Quality of the Training and Development Fund ('Recommendations concerning policy on updating and vocational training in the metal and electrical engineering industry') refers specifically to the Special Training Centre (SBC), the Royal Netherlands Polytechnic Bureau in Arnhem (PBNA) and the Regional Training and Education Centre for Industry (ROVC). These institutes are unable to say what proportion of the participants in their courses come from firms affiliated to the FME.

In practice, however, it is not only the above-mentioned private training institutes that provide external training for the metal and electrical engineering industry: the national apprenticeship body

(SOM) in particular and institutes of standard vocational education are also involved.

Besides the external courses, internal training - company training schemes 'in the strict sense' - is relatively common in the metal and electrical engineering industry (the training infrastructure in the - mostly larger - firms being a major advantage in this respect).

We referred earlier to the importance attached to training in the collective agreement with heavy industry (see Chapter 3). The sectoral contribution to heavy industry's training and development fund was increased from 0.2% of total wages and salaries (under the 1983 collective agreement) to 0.4% in 1985, 0.6% in 1986 and 0.9% in 1987. This contribution is intended not only to 'strengthen the apprenticeship scheme in this sector': some of it is explicitly earmarked for retraining and updating training in the sector. The bipartite training and development fund (jointly administered by the employers' and employees' organizations) decides how these resources are to be spent. One of the training and development fund's main aims is to provide appropriate facilities for retraining and updating training in the sector. Increasing attention is paid to such training in the training and development fund's policy.

By way of illustration we will again refer to the study entitled Opleidingsbeleid tussen markt en sturing (Hövels et al., OSA, 1989).

The training and development fund has been developed into a phased growth model for the sectoral approach to updating training activities. A distinction is made between three phases until 1990 (document entitled 'Quantity and Quality').
Phase 1: amplification of a number of prior conditions, with which the quality level can be raised, e.g.
. dissemination of information on courses;
. formulation of a quality standard;
. award of sectoral certificates to participants, of relevance to the mobility of the employee concerned, for example;
. improvement of the relationship between updating training institutes, training bodies and standard vocational education, technological innovations thus being incorporated in curricula;
. organization of new courses and adaptation of outdated ones;
. experiments in updating training.
Phase 2: encouraging participation in courses in all regions by means of a sectoral subsidy.
Phase 3: agreements on a time scheme, of which employees can take advantage when participating in certain courses.

Experiments in updating training are now being conducted in certain regions, an external institute (the ROVC) is involved in the organization of new courses and the adaptation of outdated ones, and a catalogue of updating training courses has been compiled.

The experiments in updating training include the subsidization of participation in updating training courses in certain areas, the subsidy amounting to Hfl 50 per course day, with each participant entitled to a maximum of two subsidized course days. The experiment is intended to show what form of organization is most suitable and what courses of a given duration are needed in the various sectors of the industry (machine-building, electrical engineering, etc.).

The involvement of the ROVC in the development of courses arises from the need for a rapid procedure in the development of teaching and course materials and for regular updating training of teachers and instructors. The training and development fund feels it should have control over the procedures for the development of teaching materials to help ensure that they are up to date. It points out that this will not restrict the freedom of other institutes to develop course materials. With the help of the materials that are developed courses will eventually be run by third parties, provided that they contribute towards the development costs.

The catalogue of updating training courses is to list all high-quality courses in the sector. The courses listed may vary in importance for the participants, but the idea is to gear the catalogue specifically to retraining and updating training.

The catalogue of updating training courses is chiefly designed to provide information on and to assess courses run by training institutes and to set a standard of quality. The catalogue now available (Updating Training in the Metal and Electrical Engineering Industry) is a loose-leaf publication covering four regions and consisting of two parts: Part A, information on updating training courses organized by firms, including secondary apprenticeship training courses, and Part B, information on updating training courses run by financed institutes. The plan is eventually to add a third part: information on updating training courses run by institutes of standard education.

The courses now included in the catalogue have not yet passed through the training and development fund's 'quality standard' filter. The preface does say that successful completion of the courses results in the award of a certificate which is likely to be officially recognized in the labour market. Furthermore, the possibility of combining a number of certificates to form a sectoral certificate in the near future has been under consideration for some time.

What is the position as regards financing in heavy industry?

In this industry the percentage of total wages and salaries specified in the collective agreement goes directly to the industry's own training and development fund, which, as has been said, is jointly administered by the employers' and employees' organizations in this sector. The sectoral contribution is also joined by the contribution made by the Ministry of Social Affairs and Employment under the Contributory Scheme for the Vocational Training of Young People (BVJ).

The allocation of these government resources has led to the establishment of the 'BVJ-SOM', an umbrella fund that acts as a point of contact between light and heavy industry (each with its own collective agreement) and the Ministry of Social Affairs and Employment can communicate when it comes to the subsidization of apprenticeship training in metal-working occupations or vocational training courses run by the SOM. In other words, financial resources pass through the BVJ-SOM from the Ministry of Social Affairs and Employment to the training and development funds of both the metal-working sector and the metal and electrical engineering industry. The BVJ-SOM performs this function not only for the metal and electrical engineering industry (heavy industry) and the metal-working sector but also for a few larger firms with their own, separate company-wide collective agreements (e.g. Philips and Hoogovens). The BVJ-SOM is, however, a channel rather than of genuine relevance in itself.

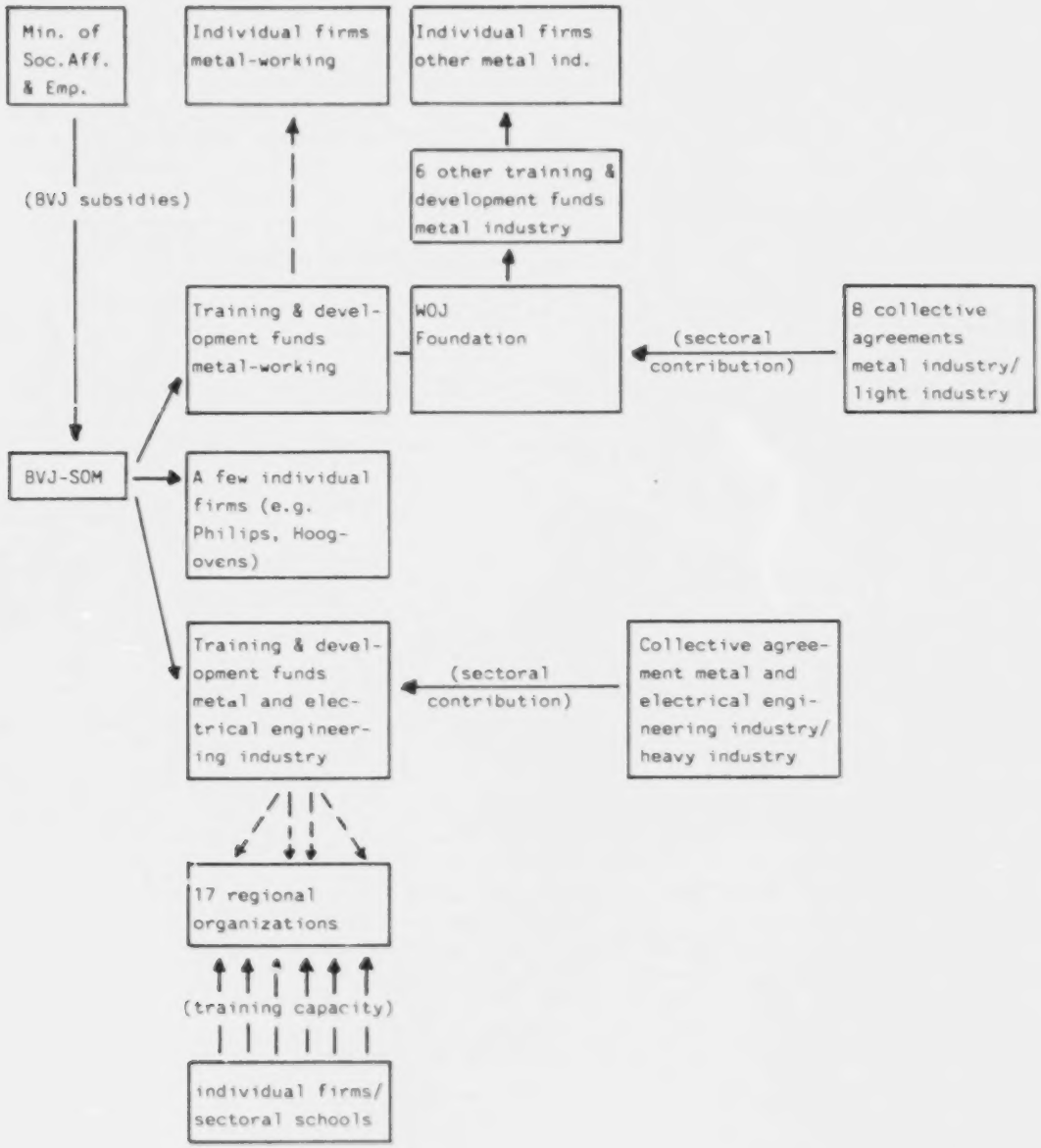
Sectoral and government resources are pooled in the two training and development funds, and each (i.e. the light industry and heavy industry funds) then pursues its own policy. Figure 4.7 shows the organization of the financing flows and training and development funds in the metal industry as a whole, i.e. both heavy and light industry.

This diagram also reveals the difference in financing flows in light and heavy industry. In light industry the money from the training and development fund is passed directly to individual firms, primarily to the benefit of the apprenticeship scheme. In heavy industry it passes through training foundations at regional level - jointly managed and spread throughout the country - and then to individual firms and 'sectoral schools'. It is not clear precisely what proportion goes to retraining and updating training and what to apprenticeship training. For the moment the emphasis is certainly on the latter. Recently, however, employers in particular have proposed that sectoral financing should be used principally for retraining and updating training in the future and that the (bipartite) management of the sector should no longer apply to the apprenticeship scheme. The industrial unions are fiercely opposed to this idea. This is likely to be a very contentious issue during negotiations on the next collective agreement (late 1990).

4.1.4 Regional cooperative associations

More and more regional structures and cooperative associations designed to stimulate or provide (adult) vocational education are emerging in the Netherlands. Reference was made earlier to the decentralization of labour management (with plans for Regional Labour Management Boards - RBAs) and regional consultation on education (on which the Adult Education (Implementation) Act is based). However, industry too is gradually creating more and more regional structures, as evident from the example of the metal and electrical engineering industry cited in the previous section. Another example is the

Figure 4.7 - Organization of financing flows and training funds in the metal industry


Min. of Soc.Aff. & Emp.
Individual firms metal-working
Individual firms other metal ind.
(BVJ subsidies)
6 other training & development funds metal industry
Training & development funds metal-working
WOJ Foundation
(sectoral contribution)
8 collective agreements metal industry/ light industry
BVJ-SOM
A few individual firms (e.g. Philips, Hoogovens)
Training & development funds metal and electrical engineering industry
(sectoral contribution)
Collective agreement metal and electrical engineering industry/ heavy industry
17 regional organizations
(training capacity)
individual firms/ sectoral schools

Source: Övels, Geurts, Van Wel, 1989

Noord-Overijssel Vocational Training Foundation (BONO), in which employers in the manufacturing industry (regardless of the sector) have arranged retraining and updating training for similar jobs. And in the province of Limburg three trade unions and almost all firms with their own collective agreements are cooperating in the Limburg Company and Vocational Training Foundation. Twenty-nine firms have now joined this project. The majority of these structures are still geared primarily to young people, but some thought is also being given to vocational education for adults. Despite the growing importance of such regional structures, there is virtually no useful systematic information on financing flows and participants. In the case of the Limburg cooperative association it is assumed that about a third of the funds come from central government, with the other two thirds contributed under collective agreements, but this concerns vocational training for young people. No such estimates can yet be made for adults.

4.1.5 Cooperation between the Directorate-General for Manpower and firms

The same comment applies to adult vocational education in which the Directorate-General for Manpower and industry cooperate, although in this case it is in principle easier to discover what proportion the government contributes than to put a figure to the investments made by firms. The CBS survey of company training schemes included questions on a few of these arrangements. The findings have, however, yet to be published (see section 4.1.1). At lower levels there is a similar absence of systematic, public records.

4.2 Private training institutes

Private institutes account for a considerable proportion of company training schemes in terms of both the number of participants and the associated costs (which are not specified in the 1988 CBS study). They also offer many courses attended and financed primarily by individuals. Where this category is concerned, it is difficult to discover whether the adult education is vocationally oriented or takes some other form. The CBS estimates that about 70% of the people attending the institutes registered with it (recognized institutes) attend vocational courses.

Despite the large size of this area, virtually no quantitative information is available. The CBS keeps records of recognized correspondence course institutes and non-formal oral education, but they concern only participants, not financial aspects. Nonetheless, some indication of the latter can be obtained from other sources. There are estimated to be between 2,000 and 3,000 institutes with a total turnover of Hfl 1.5 to 2 billion. The number of institutes of some size and continuity is about 300, and they are estimated to run 3,000 courses. The Centre for Documentation and Information on Non-company

Training Schemes (CEDEO) keeps data on some 700 institutes, which - it is again estimated - offer some 10,000 courses.

A major problem is that, while a good deal of information is available on private training institutes, some of it is presented only from the angle of the institutes themselves. Recently, therefore, a start has been made on adding information from the angle of the firms using these institutes - derived from the CBS statistics on company training schemes. Little information is available on participation by individuals and especially its financing.

A list of the most important institutes will perhaps give some indication of the scale and structure of this sector. The market leaders in the field of correspondence course training are:
- the Leiden Correspondence School (LOI): 100,000 students; about 600 courses
- the Royal Netherlands Polytechnic Bureau in Arnhem (PBNA) (owner: Elsevier); 40,000 students

The market leader in the field of oral training is the Institute of Social Sciences (ISW), which has some 12,000 students attending 60 courses.

Some way behind these three are:
- De Baak: 4,000 students
- Dirksen (owner: Wolters-Samsom): 12,000 students
- the Institute of Management Sciences (IBW) (owner: Kluwer)
- the Management Training Centre (MOC)
- the Netherlands Language Institute (NTI) (owner: Vendex)
- the Netherlands Management Association (NIVE)
- Preahep: 15,000 students
- the Regional Training and Education Centre for Industry (ROVC): 5,500 students
- the Special Facilities Training Centre (owner: Elsevier)

A special reference should also be made to one sector of this private education because of its financial links with the government: education for businessmen, which comprises courses geared to the needs of people about to embark on a career as businessmen. Most of the requirements they must satisfy are set out in the Establishment of Businesses Act 1954, the Retail Business (Establishment) Act and the Licensing and Catering Act. A number of sectors in small and medium-sized business are not governed by the legislation on the establishment of businesses, but businessmen in these sectors may be subject to other requirements resulting, for example, in their needing recognition in the sector concerned.

Most businessmen obtain their training by attending lecture courses. The participants are not only people wanting to start businesses in the near future but also (future) managers and the husbands or wives who work with them.

There are more than 100 central training institutes providing a national network of courses. These institutes determine the programme, which is the same wherever courses are offered, and the spread of the courses. Sectoral courses are run by training institutes set up by sectoral organizations (see also section 4.1.2). These training institutes belong to the Association of Sectoral Lecture Courses for Businessmen (VCBO). The Liaison Council of the three Central Agencies for Commercial Education is responsible for the general commercial knowledge courses, which are financed by the Ministry of Education and Science. The structure of subsidization is unclear. Some of the courses are fully subsidized, some partly so, while a number are not subsidized at all. The cost of running the courses is financed under Article 75 of the Secondary Education Act and is thus subject to the provisions of this Act (see Chapter 3).

4.3 (Central) government financing

Chapter 3 reviewed the most important legislation and rules on the main elements of adult vocational education where the government is concerned. It also outlined the future changes for which proposed legislation provides. Against this background, an - of necessity - rough description will now be given of the main financial arrangements. Reviews of a more general nature usually give some indication of the situation. The diversity of the arrangements, the overlapping of the financing of activities and institutes, budgets or ex post settlement, the gaps in the data, the different sources, the difficulty of isolating the vocational component in some instances and the fact that some government expenditure is also intended for activities other than adult education often pose problems which are not easy to solve in the compilation of such reviews. An added complication is the fact that budgeted amounts do not necessarily match the amounts ultimately paid. In publications such amounts are mixed up and not always used consistently. The choice of the right indicator and consistent presentation are therefore important, but not always feasible.

The expenditure budgeted by the government for areas of work and activities, the department responsible and the number of participants are summarized in Table 4.8. Participation in adult vocational education in the strict sense, as defined above, cannot be deduced from these figures.

4.3.1 Training schemes organized by the Directorate-General for Manpower

In this section we concern ourselves specifically with the central government's labour management activities. It should be said straight away that this aspect will in all likelihood be privatized in the future (tripartite administration by the two sides of industry and the government; see section 3.3.2). The financial arrangements

Table 4.8 - Number of participants in and government expenditure on adult education[1]

Area of work/activity	Department*	Participants		Budgeted government expenditure	
		Number	Year	Amount	Year
Nautical education	E&S	570	1985/86	2.0m	1986
Short intermediate-level level vocational education	E&S	-	-	38.1m	1985
Welding courses	E&S	9,830	1985/86	8.6m	1986
Day-release education (incl. part-time junior secondary vocational education)[4]	E&S	59,825	1985/86	137.9m	1985
CJW (now PBVE)	E&S			17.3m	1986
	SA&E	4,564	1985/86	11.6m	1986
BKE (now PBVE)	E&S			1.2m	1986
	SA&E	2,935	1985	7.3m	1986
National and regional organization of apprenticeship scheme	E&S	-	-	116.6m	1987
SOB scheme	SA&E	5,544	1984	85.9m	1986
BVJ scheme	SA&E	42,000	1986	224.8m	1986
SKR scheme	SA&E	19,912	1984	24.4m	1986
CVV/CAVV	SA&E	8,812	1984	63.7m	1985
CBB	SA&E	2,230	1986	35.9m	1986
Education for businessmen[5]	E&S			19.9m	1986
	EA	29,300	1986	12.0m	1986
COA	E&S	-	-	1.7m	1986
	SA&E	-	-	1.6m	1986
Women and workshops	SA&E			1.0m	1986
Internal company training schemes	-	400,000[2] 800,000[7]	1983	-	-
Recognized correspondence courses	-	179,313	1985	-	-
Non-recognized correspondence courses	-	175,000[2]	1984	-	-
Implementation of WEO	E&S	-	-	0.2m	1986
Other regional EA	EA			19.3m	1985
Part-time higher vocational education	E&S	72,599	1985/86	176.2m	1986
MO training/C course	E&S	22,100	1986	51.5m	1986
Teacher training for technical education	E&S	4,900	1986	21.3m	1986
Course for teaching staff	E&S	750	1986	4.0m	1986
Refresher courses	E&S	49,000	1986	29.8m	1986
Part-time university education	E&S	10,101	1985/86		
Open University	E&S	± 30,000	1985/86		
Post-higher vocational education	E&S	400	1986	0.9m	1986
Post-graduate education	E&S	± 30,000	1984		
Financing of adult education expenses	E&S			10.6m	1986

Table 4.8 (cont.)

Area of work/activity	Depart-ment*	Participants Number	Year	Budgeted government expenditure Amount	Year
Basic education	E&S			127.5m	1987
Young Adults Training Centre		17,394	1985/86		
Literacy		20,520	1985/86		
HVP Baken		18,315	1984		
Residential education Adult education centres Courses	WHC	107,695	1985	33.0m	1986
FEDUCO	WHC	± 175,000	1984		
Netherlands School Television Association	WHC			39.0m	1988
TELEAC	WHC	140,339	1985		
General broadcasting corporation (5%)		-		p.m.	
Socio-cultural activ-ities for the unemployed	SA&E	15,000	1984	5.0m	1986
Education and training of sheltered workshop staff	SA&E			3.5m	1986
Educational activities not previously mentioned	WHC	485,000[2]	1984		
Part-time junior general secondary education	E&S	64,000	1985/86		
Part-time higher general secondary education	E&S	10,884	1985/86	119.9m	1986
Part-time pre-university education	E&S	14,493	1985/86		
Non-formal oral education[3]	-	92,873	1985	-	-
Part-time senior commercial education	E&S	19,494	1985/86	26.9m	1986
Part-time senior technical education	E&S	3,690	1985/86	12.8m	1986
Part-time Senior service and health care education	E&S	8,772	1985/86	35.9m	1986
Senior technical education courses	E&S	2,534	1985/86	2.7m	1986
Senior service and health care education courses	E&S	19	1985/86		

* E&S = Ministry of Education and Science; SA&E = Ministry of Social Affairs and Employment; EA = Ministry of Economic Affairs; WHC = Ministry of Welfare, Health and Cultural Affairs

1 Many of the figures in this table are indicative estimates. Some include, others exclude revenue from course fees.

2 Figures obtained from W. Houtkoop / M. van der Kamp, Probleemverkenning volwasseneneducatie, The Hague, Educational Research Institute (SVO), 1986

3 Primarily general education.

4 Excluding the Wagner budget of Hfl 181m (1986) for 40,000 training places.

5 EA's standard budget: Hfl 12m, E&S's: Hfl 5m.

6 Primarily vocational.

7 Estimated by the Organization for Strategic Labour Market Studies.

Source: Van de Drift (1980 and subsequent years)

for training schemes connected with labour management are extremely complex (see Chapter 3 for the schemes). Many parties and authorities are involved, and government administration is giving way to tripartite (more private) administration. Decisions on financial resources are taken by various bodies, and besides the government, employers and individuals contribute funds. In some cases, one training scheme's funds find their way to another.

An added complication is the fact that other labour management schemes also include training aspects. As it is virtually impossible to quantify the financing of such schemes (the only conceivable method being indirect), they will be ignored in this section from a quantitative point of view. For the purposes of comparison reference will, however, be made in some sections to the general funds earmarked for these schemes.

The trend in the scale of central training schemes organized by the Directorate-General for Manpower and the associated financial resources are shown in Table 4.8. This reveals that the resources for some schemes (e.g. the KRS and PBVE) are rising, while others (e.g. the CVVs and CAVVs) are receiving less.

Besides this nucleus of training schemes, there are a few others geared to target groups and/or technological development, most being of limited duration. Table 4.10 summarizes the cost of the schemes over three years as shown in the budget.

Table 4.10 - Training schemes organized by the Directorate-General for Manpower on an accrual basis (in millions of guilders)

	1986	1987	1988
ACSI	3.5	7.8	7.1
IIG	0	6	12.5
PION	5	10	10
VVS	5.6	5.6	5.6
NIIO	2.8	2.4	2.4
CBB	36.7	39.4	37.6
CVV	76.7	65.8	57.4
KRS	180.8	210	211.3
PBVE	9	14.2	30

The distribution of these financial resources is based on the schemes outlined in Chapter 3. The funds may be linked to other financing flows (from other Ministries or from private sources), or they may be redistributed among various schemes at national or regional level. A good example of this was the Netherlands government's decision in

the spring of 1988 to spend on training HFL 250 million of the money previously available for the scheme governed by the Investment Account Act (an investment premium for firms). These additional training funds will be added to the budget of the Central Labour Management Board as soon as it comes into operation. In the meantime they will be shared among the Ministries of Social Affairs and Employment, Education and Science, Agriculture and Fisheries and Economic Affairs by a set formula. In 1989 Hfl 125 million was distributed in this way (the full Hfl 250 million will not be available until 1990). The breakdown proposed for 1989 included:

- a new scheme for subsidizing the training of job-seekers, based on training plans drawn up by the two sides of industry in a sector (emphasis on underprivileged groups, with preference for combinations of training and work experience (about Hfl 25 million);
- stimulation of training for the employed, with special attention paid to small and medium-sized businesses (about Hfl 15 million);
- expansion of the Intensification of Training by Institutes of Education (ISO) project (geared, among other things, to the retraining of unemployed teachers for training posts in private institutes and industry) (about Hfl 20 million);
- increase in the number of participants at the level of basic education, with particular reference to participants in reorientation interviews (about Hfl 10 million);
- expansion and strengthening of the apprenticeship and PBVE schemes (about Hfl 33 million).

(For full details of the proposed breakdown see Table 4.10A.)

As has been said, other labour management schemes also include training components. A few examples may serve to illustrate this. The link is outlined in the next section.

The Scheme for the Long-term Unemployed (Vermeend/Moor arrangement) comprises two subsidies, one of which is intended as a contribution towards the cost of training and counselling: employers receive Hfl 4,000 for each unemployed person they recruit.

The Work Familiarization Support Scheme, which is intended for the unemployed and women wanting to go back to work, similarly contributes towards training and counselling costs.

The Special Regional Projects scheme enables the local employment offices to launch such projects with a view to strengthening the economic structure or improving allocation processes in the regional labour market. The funds are used for training projects, employment projects and research. Third parties should contribute as much as possible to the financing of these projects.

The policy on Multiple-problem Areas is designed to improve the situation for backward multi-cultural areas through a combined approach by a number of government departments (Home Affairs, Social Affairs and Employment, Economic Affairs and Education and Science)

and the municipalities concerned. Training projects may form part of this approach.

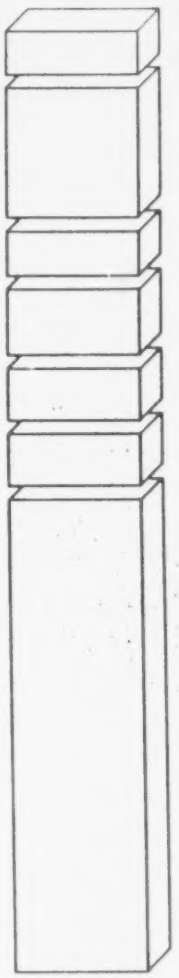
4.3.2 Arrangements at regional level: the case of a local employment office and a large municipality

Little is known about financial patterns at regional level. The Ministry of Education and Science has now launched a project known as 'Intensification of Training by Institutes of Education' (ISO), one aim of which is to identify the educational infrastructure and the demand for training at regional level. Despite the lack of systematic data, a few cases will at least give some insight into the complexity of arrangements that continue to exist at regional level.

At regional level the local employment offices play a central role in the allocation of resources and personnel. Figure 4.11 shows a breakdown of the budget of a typical local employment office in the Netherlands and also gives some impression of links with other schemes. In 1988 this local employment office had a budget of over Hfl 12 million.

Figure 4.11 - How the local employment office spent its budget on labour management measures in 1988

Multiple-problem areas	Hfl 1,000,000
Women going back to work, 12% of the budget	Hfl 1,472,000
Special Regional Projects	Hfl 1,000,000
Work Familiarization Support Scheme	Hfl 750,000
Adult Primary Vocational Education scheme	Hfl 600,000
Job creation scheme	Hfl 600,000
Framework Training Scheme	Hfl 6,848,500



Source: the policy plan of a local employment office

How these resources are further distributed under the 'task-setting policy' is shown in Table 4.12 (Annex 7). (No systematic data on financial contributions by private parties (firms or participants) are available.)

A second important body at regional level is the municipality, a large municipality in the Netherlands serving as an example. This municipality has a cooperative association because of the region's employment problems. To show how various arrangements come together, Table 4.13 (Annex 7) lists the parties subsidizing the staff of this cooperative association.

On the whole, more systematic material is available on the participants and participation in adult (vocational) education than on financing patterns. In some cases, records have been kept of participants in various areas of such education and of (certain of) their specific features for quite some time, making comparisons over time easier. In addition, certain features of participants, such as age and sex, are fairly easy to establish through surveys of institutes. This is far from always true of such other features as level of previous training, motives, work and leisure pursuits. For the most part, such information will have to be collected by means of surveys of individuals, which can only produce approximations. A paper published very recently in the Netherlands by the Social and Cultural Planning Bureau (Bronneman-Helmers, 1988) includes a clear description of participants in various adult education schemes and some of their major features. This chapter is partly based on this research, supplemented by data from CBS statistics on adult education, the CBS study on company training schemes and a few other sources.

A persistent and major problem is that comparisons of the various studies are hampered by different definitions of certain areas of adult education, that most records are still being compiled, which means that additional data are constantly appearing, and that it cannot be deduced from age-based records whether they concern adult vocational education as we have defined it. Current records must therefore be treated with some caution.

In its most recent survey of participation in various forms of adult education on which it keeps records the CBS presents a general picture of the total number of participants (see Table 5.1, Annex 8). These figures were obtained from surveys of institutes. Not all the activities referred to are comply with the definition of adult vocational education used in this report: there are mixed forms of activities which do not belong in this field. Nor are all vocational forms of adult education included in this survey. Company training schemes are covered by a separate study and are not included here. No records at all are kept of non-recognized private education.

The findings of the studies of how people spend their time carried out by the Social and Cultural Planning Bureau reveal some features of participants in adult education. These studies are surveys of individuals, the respondents having kept a diary for one week in October in which they noted what they were doing every quarter of an hour. From the time studies conducted in 1975, 1980 and 1985 the trend in participation in adult education (i.e. not only adult vocational education) can be estimated as follows:

Table 5.2 - Participation in adult education in 1975, 1980 and 1985 by persons aged 16 and above, excluding those in full-time education, by type of training

	1975 (n=1,089)		1980 (n=2,246)		1985 (n=2,687)	
	Participation %	Estimated[1] absolute (x 1,000)	Participation %	Estimated absolute (x 1,000)	Participation %	Estimated absolute (x 1,000)
Day-time training	2.2	200	4.5	480	3.9	450
Company training	2.1	210	3.5	380	3.8	430
Correspondence courses	2.5	250	3.0	320	2.7	310
Other courses[2]	8.7	870	12.2	1,300	10.4	1,200
Total participants	14.0	1,400	19.4	2,100	17.4	2,000
Total participation	15.5	1,500	23.2	2,500	20.8	2,400

[1] In view of the size of the random sample and the low participation percentages, the confidence margins are likely to be wide.

[2] This heading covers vocational courses, courses of general education and courses attended for personal reasons.

Source: Time Studies, 1975, 1980 and 1985, obtained from Bronneman-Helmers, 1988

In 1985 17.4% of the Netherlands population aged 16 and above took part in some form of adult education. This means that about two million people were undergoing training or attending a course in October 1985. Between 1975 and 1980 the numbers of participants rose sharply. After 1980 they fell again slightly. Only company training schemes maintained a high rate of growth throughout this period.

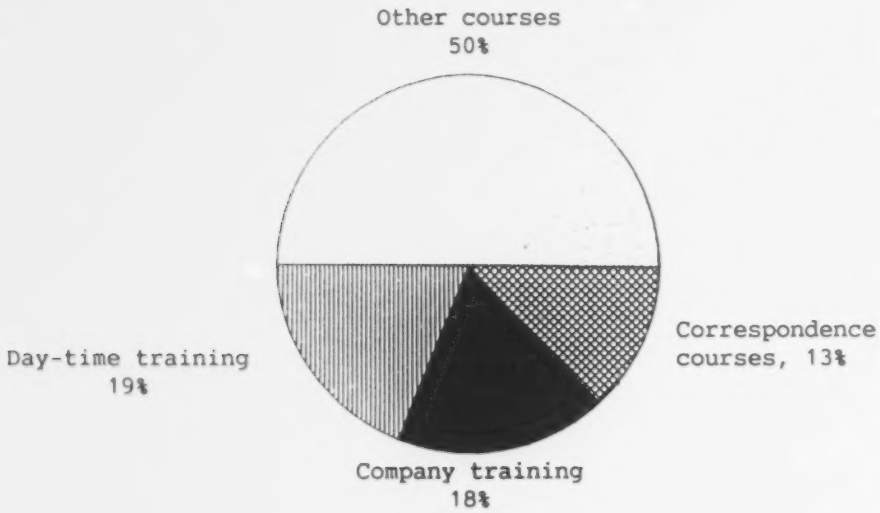
The figures for 1985 are reasonably close to other estimates and censuses. Some of the participants recorded by the CBS under private training schemes will be included under other courses in the time study. The number of participants in company training schemes is on the low side in both estimates. Other research on participants in company training schemes arrives at far higher figures (700,000 to 800,000 in 1985). However, it concerns participation over a period of one year, whereas the time studies reveal the situation at a given moment (one week in October 1985). Consequently, comparisons of surveys of institutes (including the statistics on company training schemes) and surveys of individuals (like the time studies and the manpower census) are not valid.

The time studies put the number of participants in other courses far higher than the 1983 estimate and the 1984 census. However, the latter figures reveal only part of the picture because they do not include the wide range of courses attended for personal reasons.

Another reason for regarding the time study data as satisfactorily representing actual participation is that they also appear to reflect the trend in the numbers of participants with reasonable accuracy. It is known from CBS censuses, for example, that the number of participants in part-time education rose sharply from 1975 to 1980 and fell again after 1980, particularly in the sphere of part-time junior general secondary education. This was also true of correspondence courses.

On the basis of the figures in Table 5.2 the distribution of participation in 1985 by type of adult education can be depicted as follows:

Table 5.3 - Participation in adult education by type, October 1985



Source: Social and Cultural Planning Bureau/obtained from Bronneman-Helmers, 1988

If we look at the figures more closely, we see, firstly, that day-time training schemes account for only a small proportion of total participation in adult education (2.4 million).

Another striking feature is that private training (company training schemes, correspondence courses and the majority of other courses) is estimated to account for some 75% of participation.

The population categories participating in adult education are shown in Table 5.4 by sex, age, principal activity and level of education. This table concerns adult education in general. Similar tables re-

lating to specific aspects of adult education will be presented later.

Table 5.4 - Participation in adult education in 1975, 1980, 1985 by persons aged 16 and above, excluding those in full-time education (in % and random sample numbers per category)

	1975		1980		1985	
	%	n	%	n	%	n
Total	14.0	1,089	19.4	2,246	17.4	2,687
Sex:					*	
male	13.7	528	19.3	1,090	19.9	1,301
female	14.3	561	19.5	1,156	15.2	1,385
Age:	*		*		*	
16-24	23.7	147	40.3	262	43.6	265
25-34	18.7	239	25.9	528	21.3	603
35-44	17.8	191	21.2	418	18.8	564
45-54	10.9	195	13.5	343	12.3	393
55-64	8.1	129	10.8	312	8.8	386
65+	4.1	187	6.6	383	7.5	475
Principal activity:	*		*		*	
employment	17.1	542	25.8	1,161	22.9	1,329
housework	12.7	393	14.1	747	11.1	828
unemployed/ disabled	14.6	49	15.6	108	17.0	211
retired	3.1	105	6.6	212	7.9	291
military service/other	0.0	0	2.7	18	47.9	29
Level of education:	*		*		*	
basic	10.3	352	9.9	586	3.5	423
1st stage sec.ed.	14.6	473	19.8	1,001	15.7	1,209
2nd stage sec.ed.	20.6	133	31.2	315	24.9	633
higher education	16.2	101	32.9	231	25.2	421

* Differences between groups significant ($p<0.05$)

Source: Social and Cultural Planning Bureau, Time Studies, 1975, 1980 and 1985

The first notable feature is that women no longer form the majority of participants. While women exceeded men in 1975, they were virtually on a par in 1980, and by 1985 significantly more men than women

were participating in adult education. Although persons in full-time education were excluded, most participants in adult education were young (16 to 24). The percentage of young people participating grew at a spectacular rate. Later in this section it will be shown which training schemes attracted most young people. The number of people over 65 taking part in adult education also increased.

Throughout the period employees formed the largest category in adult education. The number of housewives fell after 1980, while the numbers of unemployed, disabled and retired people rose. The time study also shows that most of the people participating in adult education have a higher level of education; in all three years they attended significantly more courses than the less well educated.

The above-mentioned general surveys will be used in the following as a reference frame for specific areas of adult education. This will enable the relationships between them to be indicated and also reveal the relativity of the various surveys.

5.1 Participation in company training schemes

Various estimates have similarly been made of participation in company training schemes (see Table 5.4A, Annex 8). From the time studies the participants are known to have the features shown in Table 5.5 (Annex 8).

It is thus clear that company training schemes are attended primarily by men, even more so than most other training schemes. It is also clear that more young people than older people and more better educated people than less well educated people participate.

According to the CBS survey of company training schemes (in the broad sense), a total of 761,800 employees took part in such schemes in 1986 (excluding firms and institutions with fewer than five employees and government, religious, education and health care institutions) out of a total workforce of about three million in the sectors considered (equivalent to 25%). The total number of employees in the Netherlands is roughly 4.5 million. The distribution of the participants is shown in Table 5.6 (Annex 8).

10% of the employees of small firms (5 to 100 employees), 25% of the employees of medium-sized firms (100 to 500 employees) and 46% of the employees of large firms (500 or more employees) participate in company training schemes.

Training activities were most common in the commercial service sector (banking and insurance, business services and other commercial activities). Of the total workforce in this sector, 45% participated in training activities, the respective percentages in large, medium-sized and small firms being 64, 49 and 25%. Training activities were thus relatively common in each of the size categories in this sector.

Other sectors in which a high percentage of the total workforce participated in training were the minerals extraction and manufacturing industries (31%), the public utilities (31%) and transport, storage and communications (32%). These relatively high percentages were primarily due to the large firms in these sectors. A quarter of the three million employees work for firms which do not undertake any training activities, 90% of them for firms with fewer than 100 employees.

Of the participants in external company training schemes (321,500), 11% attended a course within the standard education system, 31% a course at a sectoral organization and 58% a course at a private institute. Standard education is relatively important for firms and institutions in the 'other services' sector and, to a lesser extent, the public utilities (see also Chapter 4). Sectoral training courses were attended by 99,700 employees. Training of this kind was of primary importance for small firms. Of the 89,100 employees of small firms who participated in external training schemes, 46% attended a course run by a sectoral organization, the figures for medium-sized and large firms being 30 and 23% respectively.

Of the participants in company training schemes in the strict sense (413,000, excluding post office and telecommunications firms), 18% attended a technical course and 17% a course in automation. Company training schemes in the areas of management, marketing and social skills were attended by 9, 8 and 9% of the participants respectively.

The majority of company training schemes (55% of the 413,000 participants) lasted two to five days. One-day courses were attended by 19% of the participants, courses lasting six to ten days by 13% and courses lasting more than ten days again by 13%. The average duration of a company training course was seven days.

The number of men participating in training schemes was three to four times higher than the number of women. Related to the number of working men and women, participation among men (28%) is one and a half times higher than among women (18%). Surveys of individuals (manpower censuses) indicate that participation in company training schemes rose sharply in the early 1980s (by about 20%). In 1979 126,000 people took part in a company training scheme. By 1985 the figure had risen to 149,000. It should be remembered in this context that these figures concern participation at the time of the survey.

The following specific data can be gleaned from the survey of sectoral training schemes (Wijers, 1987):
- 53% of the participants in sectoral training schemes were executives, 28% lower and middle management, 14% (potentially) self-employed and 5% senior management.
- 46% of the training schemes were attended solely by employees governed by a collective agreement. Only 15% were attended solely by employees not governed by a collective agreement. The participants in 39% of the schemes were mixed.

- 8% of the training schemes were attended by unemployed people as well as employees.
- Participation by men and women in sectoral training schemes depended to some extent on the sector. Male participants were in a clear majority. Of the participants in two thirds of courses run by sectoral organizations, 80% were men. Only two organizations ran courses in which the majority of the participants (70 and 75%) were women. At four organizations participation was almost equally divided between the sexes.
- Only one organization provided training in which a significant proportion of the participants were members of ethnic minorities (20%). At other organizations participation by members of ethnic minorities was very low.
- 59% of the participants in sectoral training schemes attended technical courses, 34% courses in finance and administration, 3% commercial courses, 3% courses in managerial skills and 1% courses in social skills.
- 62% of sectoral training schemes were technical, 15% financial and administrative (technical courses dominating in the industrial and craft sector, courses in finance and administration in the service sectors). 10% consisted of commercial courses, 8% were geared to executives, 5% to social skills.
- Technical training accounted for 60% of the total number of training hours (duration of course multiplied by frequency per year), financial and administrative training for 32% and commercial training for 2%; 5% concerned managerial skills, 1% social skills. A total of almost 39,000 hours of training was provided by the organizations which supplied information.
- (Potentially) self-employed people accounted for 59% of all recorded training hours in the participating sectoral organizations, executives for 28%, lower and middle management for 10% and senior management for 3%.

5.2 Participation in training schemes run by private institutes

As regards records of participants, a distinction needs to be made here between recognized and registered institutes and non-recognized institutes and between correspondence courses and non-formal oral education.

The time study reveals the trend in participation and the features of participants in correspondence courses (in this survey of individuals the distinction between recognized and non-recognized is not, of course, made) (see Table 5.7, Annex 8). In 1985 correspondence courses were taken by an above-average number of men, young people, employees, the unemployed or disabled, and the better educated (especially the second stage of secondary education).

For changes in the number of people taking recognized correspondence courses over a period of ten years see Table 5.8 (Annex 8).

In 1986 the breakdown was as follows:

Table 5.9 - Enrolment in recognized correspondence courses

	Total	Secondary education		Higher education		Un-classifiable
		first stage	second stage	first stage	second stage	
Total	179,313	80,257	81,765	16,949	46	296
Men	125,057	53,843	58,496	12,572	31	115
Women	54,256	26,414	23,269	4,377	15	181
by sectors of education (in accordance with the Standard Educational Classification, 1978)						
General education	14,351	6,109	7,946	-	-	296
Teacher training	4,592	-	18	4,528	46	-
Humanities	18,306	16,156	1,643	507	-	-
Agriculture	5,226	2,976	1,907	343	-	-
Mathematics and science	2,244	478	1,327	439	-	-
Technical	28,524	7,272	17,619	3,633	-	-
Transport and communications	4,947	3,412	1,155	380	-	-
Medical and paramedical	7,051	1,331	4,580	1,140	-	-
Computer sciences	25,090	10,823	12,484	1,783	-	-
Economics, accounting and commerce	44,106	14,546	25,975	3,585	-	-
Law and administration	2,359	1,198	600	561	-	-
Socio-cultural	5,422	3,006	2,414	2	-	-
Personal/social welfare	5,668	2,443	3,225	-	-	-
Art	3,875	3,438	434	3	-	-
Public order and security	6,830	6,349	436	45	-	-
Other education	722	720	2	-	-	-

Source: CBS, Mededelingen No. 7885

To complete the general picture of correspondence courses, some indication needs to be given of the non-recognized sector. It is estimated that approximately as many people take non-recognized correspondence courses as recognized ones, i.e. about 175,000.

The CBS also keeps records of non-formal oral education provided by members of the Association for Non-formal Oral Education. The numbers of participants in 1983, 1984 and 1985 are shown in Tables 5.10 and 5.11 (Annex 8).

5.3 Participation in standard general and vocational education

To adhere to the pattern used in this chapter, we first present the figures derived from the time studies, although the breakdown used in this study is not wholly comparable. The trend in participation and the features of the participants in day-time education are shown in Table 5.12 (Annex 8).

In October '985 less than 4% of Dutch people aged 16 and above were in day-time training at school or university. More men than women, more young people than older people and more better educated than less well educated people were undergoing day-time training.

The survey of participants in oral full- or part-time general or vocational education is incomplete. Not all the sectors are sufficiently detailed, the distinction between education for young people and adult education is not always clear, and part-time and full-time participation and day-time and evening courses are sometimes difficult to distinguish. Then there is the added problem referred to earlier of it being impossible to tell if general education includes adult vocational education as defined in this report. The following is thus indicative rather than definitive information, and comparisons are difficult.

The distribution of participants in a number of part-time oral training schemes in 1985 is shown in Tables 5.13A and 5.13B (Annex 8). The trend in participation can be seen in Table 5.14.

5.4 Participation in training schemes organized by the Directorate-General for Manpower

The details on this area of adult vocational education are still far from complete. The CBS statistics merely make a general reference to participants. For more specific data recourse must be had to the information system of the Ministry of Social Affairs and Employment. But this system too contains only figures, without specifying the links between them. Only indirect methods can therefore be used to reconstruct any links that may exist.

As stated earlier, the field of specific labour management schemes comprises more than training facilities. In other schemes of this kind scope has sometimes been created for training activities. Both the financial resources for training in these schemes and the amount of 'participation time' spent on training can only be deduced from the arrangements concerned (see Chapter 3), but are almost impossible to reconstruct in systematic surveys. Unless otherwise stated, references in this section to participation and participants concern the scheme as a whole and not its training element.

The participation in labour management schemes budgeted for (in October '988) is shown in Table 5.15 (Annex 8). The total number of

Table 5.14 - Part-time oral training schemes: participants in day-time/ evening courses of pre-university, higher general secondary and junior general secondary education, 1979-1986

	1979	1981	1982	1983	1934	1985	1986
	1980 = 100						
men							
evening education							
pre-university/ higher gen. sec.	91	113	111	107	89	84	86
junior gen. sec.	76	97	90	78	64	59	59
day-time education							
pre-university/ higher gen. sec.	74	133	243	290	313	310	320
junior gen. sec.	97	135	185	234	221	229	254
day-time/evening education							
pre-university/ higher gen. sec.	94	203	332	483	749	691	661
junior gen. sec.	97	131	195	269	590	473	311
total							
pre-university/ higher gen. sec.	89	118	130	137	135	128	129
junior gen. sec.	78	101	101	98	93	86	84
women							
evening education							
pre-university/ higher gen. sec.	88	118	127	127	117	110	113
junior gen. sec.	78	102	100	84	80	72	71
day-time education							
pre-university/ higher gen. sec.	67	136	153	162	166	154	145
junior gen. sec.	82	99	101	97	78	77	77
day-time/evening education							
pre-university/ higher gen. sec.	49	137	177	212	299	278	251
junior gen. sec.	67	110	132	132	214	187	145
total							
pre-university/ higher gen. sec.	77	125	140	146	150	140	136
junior gen. sec.	79	101	102	93	86	81	78

Source: CBS, Mededelingen No. 7885

budgeted places in 1988 was over 170,000. Labour management training schemes alone accounted for over 144,000 including the BVJ and almost 100,000 excluding the BVJ.

Some training schemes are targeted at specific groups. In others a target figure is often used with respect to a given target group. The following features of participants can be deduced from the survey carried out by the Directorate-General for General Policy (ABA):

Table 5.16 - Participants and participation in labour management training schemes in 1987

	Total number of participants	Average number per course or institute	Women	Minorities	Unemployed
ACSI	900	200	17%/9%[1]		
IIG	500	300			
PION	1,000	800	27%	60 p'ants	100%
VVS	700	700	100%		100%
NIIO	3,200	1,500			0
CBB	3,700	3,100	40%	80%	100%
CVV*	18,000	6,300	9%[2]	9-10%	90-92%
KRS*	48,000	33,000	43%	11.5%/5.3%[3]	79%
PBVE*	12,500	8,900	61%	23%	100%

1 programmers: 17%, systems analysts: 9%
2 at technical centres: 7%
3 unemployed: 11.5%, employed: 5.5%
* Other schemes also play a part in these schemes.

Source: Directorate-General for General Policy

Of interest in this context is the KRS, especially as it is a framework scheme. On 21 December 1987 participation in this scheme was distributed among the various categories as follows (internal memorandum, Ministry of Social Affairs and Employment, Directorate-General for Manpower):
- unemployed people for whom jobs are in principle available after they have completed their training: 7,111 (23%);
- unemployed people who are likely to find jobs within 12 months of completing their training: 11,976 (38%);
- special categories of unemployed people: 6,174 (20%);
- employees who have been employed by a firm for less than six months: 1,550 (5%);
- employees who have been employed for more than six months (major changes of duties): 4,490 (14%).

5.5 Participation in (other) courses

The description of the other courses presented earlier is very general. The link of interest in this study between financing flows and types of adult vocational education is not used. To some extent, therefore, the information presented in this section does not comply with the pattern used in this report. It nonetheless includes some important indications of the varying degrees of significance of 'other' courses. We present this information here without further comment.

Important features of participants in courses and the trend in participation are shown in Table 5.17 (Annex 8).

Other courses differ from the forms of adult education discussed above in that they are attended by relatively more women than men. Otherwise participation follows the familiar pattern. In October 1985 over 10% of Dutch people aged 16 and above were attending a course, whether general or vocational or for personal reasons. The heterogeneity of the activities makes it difficult to interpret the information presented.

The heterogeneity of courses also stands in the way of a systematic description at the moment. Some of the information needed is included in data that have been presented earlier. Information on a few of these courses can, however, be given.

The CBS keeps records of the participants in courses for businessmen financed wholly or partly by the Ministry of Education and Science under Article 75 of the Secondary Education Act (see Table 5.18, Annex 8).

The number of participants in agricultural and horticultural courses in 1983/1984 is shown in Table 5.19 (Annex 8).

Tables 5.20 and 5.21 give a more detailed picture of the types of course (the figures in these tables are included in the totals given in Table 5.19).

Residential educational and development activities also include courses that can be described as adult vocational education. The numbers of participants and some of their features are shown in Tables 5.22 and 5.23 (Annex 8).

Other training activities that can be described as (other) courses are training schemes organized by the government for its own staff. Table 5.24 reviews the central government's schemes, Table 5.25 courses at the schools of administrative and business studies at lower government levels (Annex 8).

Chapter 6 - SUMMARY AND SOME PROVISIONAL CONCLUSIONS

Adult vocational education in the Netherlands is as varied as it is difficult to understand. At both national and regional and local level many parties with varying interests are involved in a very wide range of often unrelated arrangements. The conclusion drawn at a study conference organized by the Adult Education Board in October 1988 that adult education suffers from a confused structure is probably a good description. For the moment there is no all-embracing framework of legislation and rules, but in various spheres legislation is now being prepared, and in one instance a start has already been made on its implementation. How far future legislation will bring greater cohesion to the present situation is not a subject for discussion in this study. Compliance with established traditions and the opinion of the outgoing government, epitomized by the terms 'deregulation' and 'privatization', are certainly reinforcing market-oriented tendencies. The government is very reluctant to exercise control. By amending legislation and rules, it is trying in particular to strengthen institutional cohesion. It remains to be seen whether the principle of 'more market', which is gaining in importance, actually results in greater cohesion.

It is not therefore surprising that there should be no clear-cut definition of adult vocational education in the Dutch situation. As a rule, pragmatic criteria are applied in this respect. The core of adult vocational education is generally considered to include standard vocational education for adults, training connected with labour management and training activities organized by employers and sectors of the economy. The training provided by private training institutes needs to be considered separately in this context. Although individuals participate in such activities, the costs may be partly or completely borne by firms (in particular) or by the individual himself. This area is further complicated by:

- guidance, linking and counselling activities and aspects of general education (to the extent that it can be described as vocational), which may be undertaken in both standard and private institutes;
- training components of 'different' schemes.

A general impression of the whole field of adult education has therefore been given.

The main aim of CEDEFOP's Focus 2 project, of which this study forms part, was to document and analyse the financing flows and flows of people in adult vocational education in the Member States of the European Community. The questions to be answered through research in the Netherlands have been deduced from this main aim of Focus 2 and concern: 1) the identification of activities geared to adult vocational education, 2) the flows of people (into and out of adult vocational education) and 3) the financial flows, the allocation of funds and the financial instruments.

More specifically, the aim of the Dutch study has been to compile an initial list of the problems associated with the above-mentioned questions. The research has not, however, progressed beyond the pilot study stage, with all the limitations this entails. In previous chapters

we have discussed at length the restricted conditions under which the research has had to be carried out and the limitations of the available material.

Two aspects need to be distinguished in the list of problems, one concerning content, the other methodology. They interfere with each other in this study: during the collection of data on content such methodological problems as the incompleteness of data and differences in systems of recording information are constantly encountered.

Where content is concerned, an attempt has been made wherever possible to present an overview of the present situation in the Netherlands, at least with respect to the most important forms of adult vocational education, the participants in each and the financing flows. An important criterion applied in this context has been transparency, in view of the framework within which this study has been carried out (investigating opportunities for international comparison).

Methodologically, the main question is what deficiencies, permanent or temporary, are inherent in the sources of recorded data, the methods of co lecting data, the associated primary lines of approach, etc. In the final analysis, the question is, after all, what, given the data available nd collected in the Netherlands and the methods and procedures used to his end, can or cannot be done to make a contribution to - prospective- (European) statistics.

6.1 Adult vocational education in the Netherlands in development

The variety of adult vocational education in the Netherlands is reflected, among other things, in highly divergent arra gements between the parties involved, administrators and forms of administration participants and final objectives, and now also in current quantitative and qualitative developments. Traditionally, Dutch adult education has been clearly divided along social lines. Where the government is concerned, it is characterized in particular by complex and often incohesive legislation and rules that lack uniformity. Since the present government took office in 1986, the Minister for Education and Science has been the coordinating and responsible minister for all adult education except social education, the development of the personality and socio-cultural activities. The most important legislation and rules governing adult vocational education are laid down by the Ministry of Education and Science and the Ministry of Social Affairs and Employment. They are also the largest sources of funds. Legislation and rules on adult (vocational) education often overlap with other policies, e.g. the labour market and employment policies, the economic and technology policies, general cultural policy, equal opportunities policy and the policy on minorities.

For many years there have been calls for legislation to harmonize the various forms of adult education in the Netherlands. In 1985 a framework law, the Adult Education (General Provisions) Act, at last came into force, although an implementing law is still needed to govern the most important

aspects. This is still under discussion. The Government Basic Educatic Scheme, which came into effect in 1987, created a uniform planning, policy-making and financing system for educational activities and facilities for poorly trained adults. Again in 1987 the Implementing Memorandum on Adult Primary Vocational Education entered into force, its aim being to ensure a cohesive range of training at regional level that is relevant to the labour market for groups whose position in the labour market is weak. The same year also saw the entry into force of the Recognition of Educational Institutes Act, which guarantees the quality of courses and clarity of contractual obligations in the case of recognized private educational institutes.

New legislation on other areas is in preparation. Perhaps the most radical will result in the privatization or tripartite administration of labour management, still the responsibility of a Directorate-General of the Ministry of Social Affairs and Employment. The Labour Management Bill is likely to be passed in 1989, although it still has to be debated by Parliament. It is based on the premise that the government and the two sides of industry are jointly responsible for labour management. At both national and regional level there are Labour Management Boards composed of representatives of three parties: employers' and employees' organizations and the government. Training policy will also form part of this joint administration of labour management.

A Vocational Education Lectures Act has also been proposed. It contains rules on the structure, planning and coordination of facilities and activities in the area of vocational education by the lecture method, except where the planning of activities is governed by the Adult Education (General Provisions) and Labour Management Acts. Vocational education by the lecture method includes training schemes for adults and young people who have completed or almost completed their compulsory education. This Vocational Education Lectures Act will also govern the apprenticeship scheme, part-time senior secondary vocational education and special training, but not higher education. Some education is planned by the administrative structure for labour management: part-time senior secondary vocational education and special training. This planning system does not apply to the apprenticeship scheme.

Proposals have also been drawn up for general secondary adult education, concerning day-time and evening schools for general secondary and pre-university education. This education will perform two functions: it will give adults a second chance and it will act as a link. The initial planning for such schools will continue to follow the pattern of the planning procedure for secondary education, but open-ended financing will be replaced with budget or ceiling financing.

New legislation on contractual activities will enable schools to offer a range of courses to employers or individuals as part of their normal activities at rates which cover their costs. There are also plans for new legislation on part-time higher education and for the introduction of an educational 'season ticket' (Voveher system) for young people over 16 who have completed their compulsory education, entitling them to education at a

later age (and curbing the tendency for young people to stay in day-time education for long periods).

The Netherlands can thus look forward to the radical restructuring of the system of planning and financing adult (vocational) education. The subsidized range of adult education will broadly consist of four types of facilities in the near future:
- facilities for basic education;
- facilities for general secondary and pre-university education;
- facilities for adult vocational education in the strict sense;
- facilities for higher education.

The main objectives are the improvement of cohesion, the involvement of the two sides of industry in policy-making and also the government's withdrawal from administration and financing. The most important examples of this last objective are:
- privatization, especially of labour management;
- introduction of budget and ceiling financing to replace the present open-ended financing;
- enabling schools to provide education under contract, thus giving them their own source of revenue and making them less dependent on the government;
- restriction of government-financed part-time general secondary and pre-university education to subjects relevant to subsequent training;
- an increase in personal contributions in line with the principle of consumer-paid services.

In the private sector too adult vocational education has undergone major changes in recent years, affecting not only the scale and the financial resources made available but also the institutional frameworks within which adult vocational education is provided. These changes were prompted in part by the reports of the Wagner Committee (Advisory Committee on Progress under the Industrial Policy, 1983a, 1983b), the open debate on these reports and the agreements reached in the Joint Industrial Labour Council, the central consultative body of employers' and employees' organizations, in 1982, 1984 and 1986. Industry's interest in this area waned significantly in the 1970s, as evident, for example, from the cutbacks in the existing infrastructure for company training schemes and parts of the apprenticeship scheme. Currently, adult vocational education is attracting renewed interest - albeit still limited - in collective agreements, training funds are being established and new, often regional cooperative associations geared to the stimulation of adult vocational education are emerging.

In recent years agreements of one form or another have been reached on training efforts in various sectors and enterprises. Some collective agreements contain no more than declarations of intent or provisions concerning studies on training. Nonetheless, there is a perceptible tendency to expand and intensify training, with agreements increasingly being reached on general training schemes, not only schemes for young people. Some agreements have been reached on the conversion of working hours into educational leave, and arrangements have also been made for the

allocation of additional days of leave for training. In a few sectors agreements on retraining and updating training have been reached.

The request made during consultations between the government and the two sides of industry for thought to be given to the position of the long-term unemployed has not yet resulted in any significant increase in provisions relating to this target group in collective agreements. And although a working group of the Joint Industrial Labour Council has referred to the difficult position of women wanting to go back to work and of ethnic minorities, only one recently concluded agreement states that more attention will be paid to these groups.

6.2 Indications of the content of adult education

In view of all these developments and sometimes sweeping changes it is obviously not easy to present a clear picture of financing flows and flows of people in today's fragmented adult vocational education. Not only are relevant data simply lacking: the collection of data is not exactly geared to this area. Information on various (though not all) aspects can be deduced at a high level of aggregation, albeit with difficulty in some cases, but it then concerns the participants rather than the financial resources. Patterns and arrangements, however, can be identified, if at all, only in very general terms through very careful analysis of case studies.

Despite the growing interest in adult vocational education, the money spent on it in the Netherlands is relatively modest when compared with other Member States of the European Community. According to OECD figures, 0.36% of the Netherlands' gross national product was spent on the training of employees in 1987, against 0.68% in France, 0.78% in the Federal Republic of Germany, 0.85% in the United Kingdom, 0.92% in Belgium and 1.11% in Sweden (not an EC country).

Various sources permit a very provisional estimate to be made of the numbers of participants and the financial resources spent on the main aspects of adult vocational education in the Netherlands in 1986. Bronneman-Helmers (1988) estimates that about 2 million people aged 16 and above were engaged in some form of adult education in October 1985. Table 6.1 gives a general impression, which must, however, be treated with some caution because of the duplication of some of the figures and also the confusion of vocational aspects/elements with general education. Reliable conclusions on developments in the content of adult education can hardly be drawn from the material presented in this report. There are, however, indications that:

- from 1980 to 1985 participation in adult education increasingly became an activity for young people (aged 16 to 24), men, employees and the better educated;
- the significance of company training schemes in particular is growing;
- it is primarily large firms that are able or willing to ensure that their employees obtain further training. Small and medium-sized firms

largely opt out and are in any case dependent on external training institutes;
- participation in company training schemes focuses on 20- to 30-year-olds, men and the better educated;
- training agreements at sectoral level are primarily geared to the employed.

Finally, we refer to one of the main conclusions drawn in the comprehensive study by Bronneman-Helmers (1988): the debate on the accessibility of education has so far been overly restricted to the participation of young people in education. She believes that far more emphasis should be placed on means of participating in adult education at a later age. The findings of this study indicate that participation in education for young people and adult education has cumulative effects on segmentation tendencies in the labour market.

Financing mechanisms in the complex field of adult vocational education therefore need to be exposed as a matter of urgency, a need that is underlined by demographic trends: in ten years' time therefore will be about 25% fewer young people in the labour market.

Table 6.1 - Estimates of financing flows and participation

Source	Amount	Flows	Participants	according to
Firms	2.3bn	40% tax deduction	761,800	CBS
company training schemes			413,000	
external training schemes			321,500	
private institutes			185,000	
regional education			36,800	
sectoral organizations	300.0m		99,700	Wijers/CBS
Ministry of Education and Science	548.4m			V.d.Drift
basic education	127.5m			
part-time senior commercial education	26.9m		19,494	
part-time senior technical education	12.8m		3,690	
part-time senior service and health care education	35.9m		8,772	
senior technical education courses			2,534	
senior service and health care education courses	2.7m		19	
nautical training courses	2.0m		570	
welding courses	8.6m		9,930	
Adult Primary Vocational Education	18.5m		7,499	
teacher training courses	19.9m			
implementation of WEO	0.2m			
part-time higher vocational education	176.2m		72,599	
MO training/courses	51.5m		22,100	
training of instructors	21.3m		4,900	
technical vocational course for teaching staff	4.0m		750	
refresher courses	29.8m		49,000	
part-time university education			10,101	
Open University			±30,000	
post-higher vocational education			400	
post-graduate education			±30,000	
education expenses, adult education	10.6m			
Ministry of Social Affairs and Employment	323.6m			ABA
ACSI	3.5m		400	
PION	5.0m		500	
VVS	5.6m		500	
NIIO	2.8m		3,200	
CBB	36.7m		3,200	
CVV	76.7m		15,000	
KRS	180.8m		30,000	
PBVE	9.0m		3,200	
education and training under WSW	3.5m			V.d.Drift
Ministry of Economic Affairs	31.3m			
courses for businessmen	12.0m		29,300	
other schemes	19.3m			
Recipient				
Private institutes	1.5 to 2bn		1.2m	V.d.Meer

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6.3 Methodological comments

One of the main methodological problems encountered in the collection of information on financing flows and participation in adult vocational education is very closely linked to the pragmatic definition of this area used in the Netherlands. There is no consistent criterion that can be used substantively and also in practice to determine whether an educational activity forms part of adult vocational education. The result is a confusing picture, with some parties regarding certain aspects as part of this area, while others explicitly exclude them. This problem applies both to the definition of adult education as against education for young people and to the distinction between vocational and non-vocational. A good, clear definition of adult vocational education would seem to be one of the first requirements. One result of the present situation is that current data collection and the methods used in the Netherlands are still inadequately attuned to the questions on which this report is based.

The - until recently - limited interest shown in policy on adult (vocational) education is evident from the small amount of statistical material available. But the confused structure of - the lack of cohesion in - adult education is also reflected in the available data. It is almost impossible to base statistics on clear classification criteria within the rules governing adult vocational education. Knowledge of the financial resources in circulation is at present confined to the funds generally available from the principal sources.

No general records are kept on the more decentralized - regional, local and municipal - bodies. Nor is it possible to present a practical overview of financial flows and arrangements, the breakdown of funds among the parties concerned, especially government bodies, the two sides of industry and participants. Some insight into this can be gained from the specific arrangements in the government's case and from collective agreements in the case of the private sector. There is a conspicuous lack of information on the financial contribution made by individual households or participants towards adult education.

The situation as regards information on participants in adult vocational education is somewhat more favourable. Numbers and sometimes a few features are usually well documented for the main areas of adult vocational education, but information on inflows and outflows and the degree of success is sparse (some evaluative studies are available or being carried out).

If we consider the various areas of adult vocational education, general statistics are now available on company training schemes, but it has still to be decided whether such research will be repeated or be continuous. There are now plans for a second set of statistics/survey of company training schemes, which will not be confined to the private sector but also extend to government sectors. It is not, however, certain that these plans will be put into effect. The Min-

istry of Social Affairs and Employment keeps provisional and fairly general records of labour management activities. Information on the facilities for which the Ministry of Education and Science is responsible is generally to be found in the education statistics, although it is not always easy to identify adult vocational education. Of all the ministries it is true to say that it is difficult to establish what funds are involved: there are sometimes major differences, for example, between budgeted amounts and amounts paid. Very little information is available on participants in adult vocational education provided by private institutes. Almost all the available information concerns the more central levels. There are virtually no data on the more decentralized arrangements, or they can be obtained only after extensive and detailed detective work.

The above conclusions relate primarily to the records kept by institutes. Additional information can sometimes be obtained from surveys of individuals and comparative studies, but it is usually impossible to link data obtained from such studies in a reliable manner. This type of research thus provides what is largely supplementary evidence concerning specific areas. The recent Survey of the Working Population (EBB) carried out by the CBS - a monthly survey of the labour market - may provide some answers. In additional to a permanent section, the questionnaire will include a 'flexible' section to cover, among other things, participation in 'non-standard education and training'.

Finally, we wish to refer to two other major problems connected with records. In most surveys there is little or no linking of age-related data to activities. This results in age rather than the activity being seen as the criterion for adult education. Another problem is that the recording instruments are inadequately attuned to education as part of other activities. A not insignificant proportion of adult vocational education is thus in danger of being overlooked.

More specific methodological problems, such as the occurrence of double counts and the emergence of bias as a result of records being kept by interested parties, do not yet appear to be in most urgent need of solution, given the present global level of knowledge of adult vocational education.

As this study is very limited in nature, the conclusions drawn must be regarded as tentative. The growing interest in adult vocational education as an important instrument in the training offensive and the relevance of a better understanding of flows of funds in their relationship with flows of people will, however, warrant more thorough analyses of this problem in the future. This report might serve as a basis for such analyses.

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ANNEX 1 TECHNICAL ANNEX (CEDEFOP)

TECHNICAL ANNEX

Re: Study on the Financing of Vocational Training
Continuing Training

1. It is very difficult to describe the field of continuing training in all Member States:

   - the definition of "continuing training" varies from State to State;
   - training of this kind is not provided in a well-structured framework, as is the case with "initial vocational training";
   - the kinds and channels of training are very different;
   - the groups undergoing training are not homogeneous;
   - financing is provided from different sources and different combinations thereof.

2. The methodology suggested for familiarization with the field to be studied is:

   - in a first phase, a **descriptive approach**, in which an attempt is to be made to identify all the existing variables felt to be of significance in relation to the questions of "who pays", "who decides", "to do what", "for whom" (on paper and in reality);

- in a second phase, an **analytical approach**, in which an attempt is to be made to analyze the dynamic interrelations which could develop among these variables, and to interpret them.

2.1 In the case of the descriptive approach, we suggest as a reference framework for the collection of data, the theoretical introduction prepared by Mr Keith Drake (Document 1 and enclosed outlines), which corresponds, in the field under study, to the following categories:

- **identification of continuing training activities**, the goal being to answer the question "in order to do what", by describing both the training environment (cf. Document 1 § 34) and the groups of people who undergo training (and those who do not);

- the **flows of people** (flow on commencement/flow on conclusion) where an attempt is to be made to answer the question "for whom";

- the financing flows/allocation of funds/financial instruments where the questions "who pays", "who decides" and "how are the funds collected" are to be answered.

The suggested categories for entering data aim to cover the diverse situations which could be identified in each country, whilst, at the same time, grouping the

data according to criteria which are as precise as possible in order to facilitate comparison.

However, whilst recognizing the difficulties involved in drawing up a framework wide enough to take in the features peculiar to each continuing training situation, it is desirable to introduce other categories if they prove necessary. Explanatory notes on the criteria used in the introduction of these categories would be of great assistance to us.

If the breakdown of the field to be studied and the identification of the existing variables are prerequisites for carrying out this study, then the comparison of these variables is essential for the analysis of the situation. Some suggestions on comparative analysis have been included by way of example. Of course, there is good reason for carrying out all other comparisons of data which are likely to contribute to better transparency in the continuing training framework.

2.2 **For data analysis**, a final outline indicates some essential points to be born in mind when drawing conclusions. Other equally important aspects may emerge from the studies carried out in each country, and it is always possible to add to this part of the study.

In any case, all the information gathered must be analysed in relation to a wider "backdrop" than the general data available in any one country.

. Concerning data collection, it seems important to stress that:

- **the data or series of data to be used must be as up-to-date as possible** in order to reflect current trends in continuing training;

- all available information sources must be considered as experience has shown that recourse to official sources alone frequently proves to be very limited;

- the preceding studies have illustrated that, in each Member State, certain data are interpreted differently. We should like to mention them here and give the sources (e.g. cost estimates, categorization of some kinds of training).

. The outlines which have been prepared for data collection (Document 2) are intended to cover, as far as possible, all the information which could contribute to increased transparency of the continuing training framework.

Some of the data can be collected from different statistical sources at national level, and others not.

Given that one of the aims of this study is to introduce a methodology for the systematic collection of data on the financing of continuing training, it would be important, with regard to the former, to identify:

- the scale of the data which can be collected regularly, indicating the sources involved;

- the changes desirable at national level in order to ensure that the data collected are more relevant.

4.1 As far as the second category of data is concerned, i.e. data unlikely to be collected systematically either now or in the future due to the nature of statistical procedures, it would be important that the "zones" in the outlines corresponding to this kind of data be identified in each country and an explanation given of the extent to which these "zones" have been/should be investigated. These investigations could, perhaps, constitute a further phase - should this prove necessary - in order to improve understanding of current "trends" in the financing of continuing vocational training.

5. In any case, the proposed outlines should not be seen as rigid, as we are aware of the difficulties which could be caused in some countries by this work proposal.

However, and for obvious reasons, it would be desirable to follow this suggestion as closely as possible.

6. Finally, although the terminology used in the different countries (and even within each country) to identify the different kinds of training activities varies considerably, we would suggest using as the basis for this work the set concepts to be found in Document 3, which have been taken from a study carried out by CEDEFOP[1].

Even if we know that many of the questions will remain unanswered for a long time to come, we hope that our work will help us to identify the dynamics in the financing of continuing training in the 12 Member States of the European Community.

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1 This study under the responsibility of Ms Linshöft-Stiller is to be published soon.

ANNEX 2 SPECIFICATION OF THE TECHNICAL ANNEX: THE NETHERLANDS (MINISTRY OF EDUCATION AND SCIENCE)

SPECIFICATION OF THE TECHNICAL ANNEX: THE NETHERLANDS

1. General remarks

a) The technical annex is based upon the hypothesis of the availability of data on a low level of aggragation. It is clear that such data are not present in the Dutch situation for the whole field, and cannot be produced by secondary analysis of research data. Fields of insufficient data are:
   - training programs of the Labour employment office (arbeidsvoorziening) in as far as regional activities are involved;
   - training programs of municipalities as part of the social security system;
   - training programs of firms and organisations on the branche level;
   - training programs which are indirectly financed under the title of non-training support programs (such as technological innovation).

   In effect this means that for these fields part 4.1 of the annex will be applied.

b) Because of the limited usability of the technical annex, deviations on the grounds mentioned above are not recognised as insufficient fullfillment of the contract.

2. Outline of the working program for the Netherlands

2.1 analytical fase

* PHASE 1

  identification of explicit educational activities on the national level in the public sector in groups:

  + activities of the Ministry of Education
  + activities of the ministry of Labour
  + activities of the ministry of Agriculture
  + activities of the ministry of Welfare, Health and Culture
  + activities of the ministry of Economic Affairs
  + activities of the ministry of Inland Affairs
  + activities of the ministry of Defence
  + activities of other ministries (if any)

PHASE 2

+ flows of people, as indicated in FOCUS 2, page 8. However it is clear that data are not garanteed.

PHASE 3

+ financial flows, as much as possible as indicated in document 2.4. Reasonable doubt exits wether these data are constructable.

* PHASE 1

identification of explicit educational activities on the regional or local level in the public sector in groups:

+ activities of the ministry of Labour (Regional employment offices)
+ activities of provinces and municipalities as financed by earmarked contributions of national ministeries
+ activities of provinces and municipalities as financed by own financial means

PHASE 2

+ flows of people, as indicated in FOCUS 2, page 8. However it is clear that data are certainy incomplete.

PHASE 3

+ financial flows, as much as possible as indicated in document 2.4. Reasonable doubt exits wether these data are constructable.

* PHASE 1

identification of explicit educational activities on the national level in the private sector in groups:

+ activities of organisations of branches, both bipartite and monopartite
+ activities of non-educational private enterprises

PHASE 2

+ some indications of the flow of people can be direved from recent and unfinished research programs of the Central Bureau of Statistics, the Technical University Twente, the university of Maastricht, COB/SER, the Organisation of Strategic Labour market research and research programs of SVO and the ministry of Labour. Some addional information can be gathered by direct contact with social funds

PHASE 3

+ some very global information may be found in the sources mentioned in PHASE 2.

* PHASE 1

identification of explicit educational activities of educational private enterprises

sources are the Central Bureau of Statistics and organisations of branches

PHASE 2

flow of people only partial by the same sources

PHASE 3

not there

* PHASE 1

identification of non-explicit educational activities on the national level in the public sector in groups:

+ activities of the ministry of Labour
+ activities of the ministry of Agriculture
+ activities of the ministry of Welfare, Health and Culture
+ activities of the ministry of Economic Affairs
+ activities of the ministry of Inland Affairs
+ activities of the ministry of Defence
+ activities of the other departments

only a indication is possible as these activities are not always traceable.

PHASE 2

if an indication is possible this will be tried.

PHASE 3

it is impossible to give a description as indicated in document 2.4.

* PHASE 1

identification of non-explicit educational activities on the regional or local level in the public sector in groups:

+ activities of the ministry of Labour (Regional emplyment offices)
+ activities of provinces and municipalities as financed by earmarked contributions of national ministeries
+ activities of provinces and municipalities as financed by own financial means

PHASE 2

+ if an indication is possible this will be tried.

PHASE 3

it is impossible to give a description as indicated in document 2.4.

* PHASE 1

identification of non-explicit educational activities on the national level in the private sector in groups:

+ activities of organisations of branches, both bipartite and monopartite

+ activities of non-educational private enterprises

PHASE 2

No analysis of the flow of people is possible

PHASE 3

No indication of the flow of funds is possible.

* A integreted analysis of a high level of aggregation can lead to a general view. The annex doesn't give any help for this aspect.

* the technical annex states that an aim of the project is to produce a methodology for systematic collection (page 5). A description of available sources is certainly possible. An indication of changes is not desirable because the (partial) lack of dat is not the result of technical problems but of policy.

2.2 analytical phase

The technical annex is very unclear about the intentions of the analysis (page 2, point 1). Especially dynamic interrelations that could develop are more a matter of political judgement than of scientific research. This part of the technical annex is not to be followed.

3. Remark on the expected output

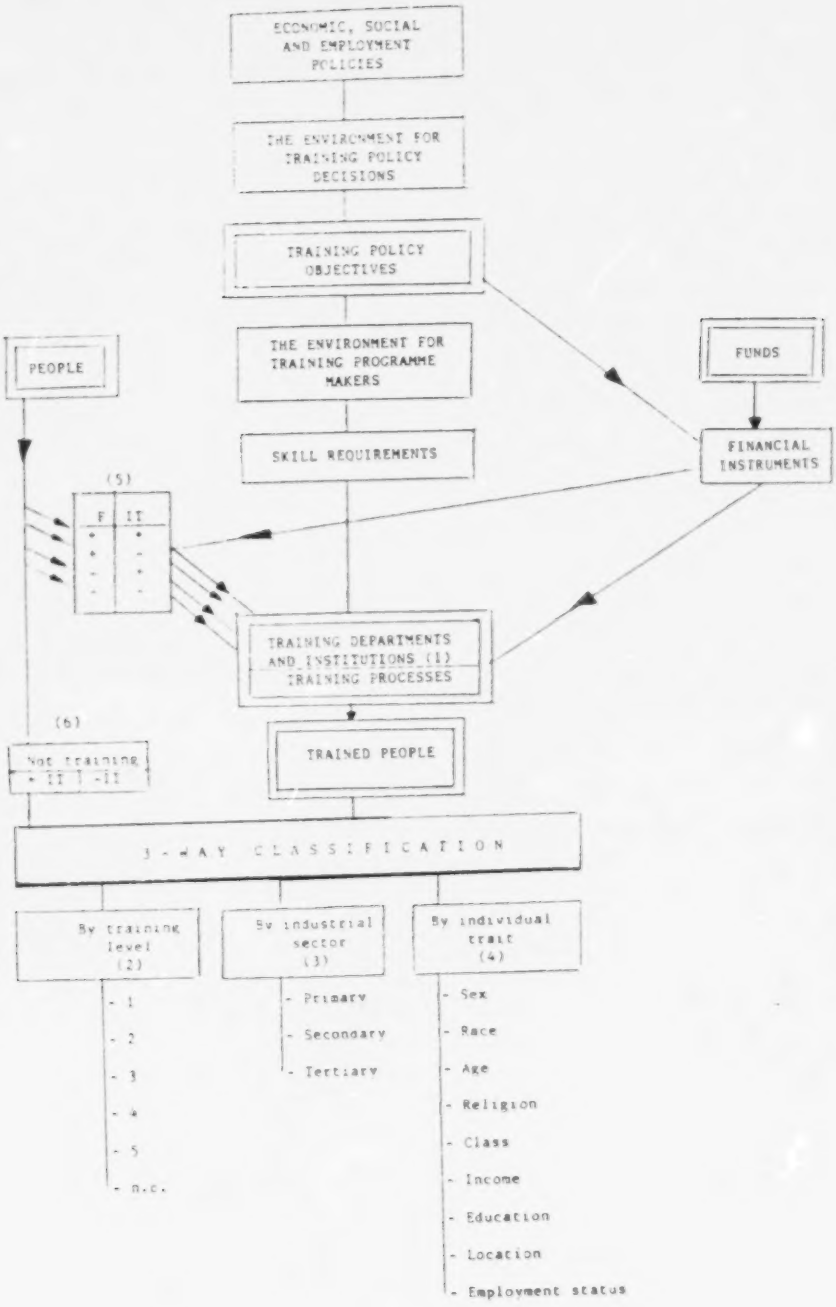
Given

- the absence of integrated data in the Netherlands and partially the data themselves
- the limited amout of time and money
- serious deficits of the technical annex

the project cannot be expected to be more than a pilot study.

ANNEX 3 THE TRAINING SYSTEM (CEDEFOP)

Figure 2 : The Training system



(1) Includes all providers of training, e.g. training departments of enterprises, public and private education and training activities of parafisc.

(2) Five levels from the Draft Framework, plus a cell for training not classifiable by level

(5) Trainees with (+) or without (-) funding (F) or initial training (II)

(3) Using SIC minimum list headings or ISCO equivalent

(4) Whatever individual traits are available in national statistics or ad hoc studies

(6) People not receiving training, with (+) or without (-) initial training (II)

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ANNEX 4 FINANCIAL FLOWS / FINANCIAL INSTRUMENTS (CEDEFOP)

GRID ANALYSIS

FINANCIAL FLOWS/Financial Instruments

Kind of expenditure
- Annual assets (earmarked) — Within organization / Outside
- Running costs (staff and material) — Within organization / Outside
- Training allowances
- Costs resulting from absence of staff from workplace (educational leave, other situations, cases where absence has to be financed)[1]
- Miscellaneous (travel costs, "away from home" allowance, accommodation, food, etc.)

Origin of funds (at national/regional/local levels)
- Public financing (including Community assistance)
  - Within public organizations
  - Subsidies for other organizations (which ones?)
- Financing by enterprises (sector, size)
- Financing by nonprofit associations
- Mixed financing
- Financing by individuals
- Parity financing (workers/organizations)

Allocation of funds (criteria defined for the allocation of funds, in particular the allocation regulations[2], and kind of operation) by:

. Organizations promoting training
- Public, private, mixed
- Sector of activity/occupational field

. Initiative (Who decides?)

. Training objectives[3]

. Target groups

Financial instruments
- Registration costs
- Taxes
- Subsidies
- Levies
- Miscellaneous

---

1 This study does not cover the non-financial costs, given the nature of the budgetary system of the organizations which promote training.

2 Please indicate to what extent these regulations make provision for an effective control of the results.

3 Cf. Table "Identification of Training Activities"

ANNEX 5 LABOUR MARKET POLICY INSTRUMENTS
(SOURCE: ADVISORY COUNCIL ON
GOVERNMENT POLICY)

Figure 1 Labour market policy instruments

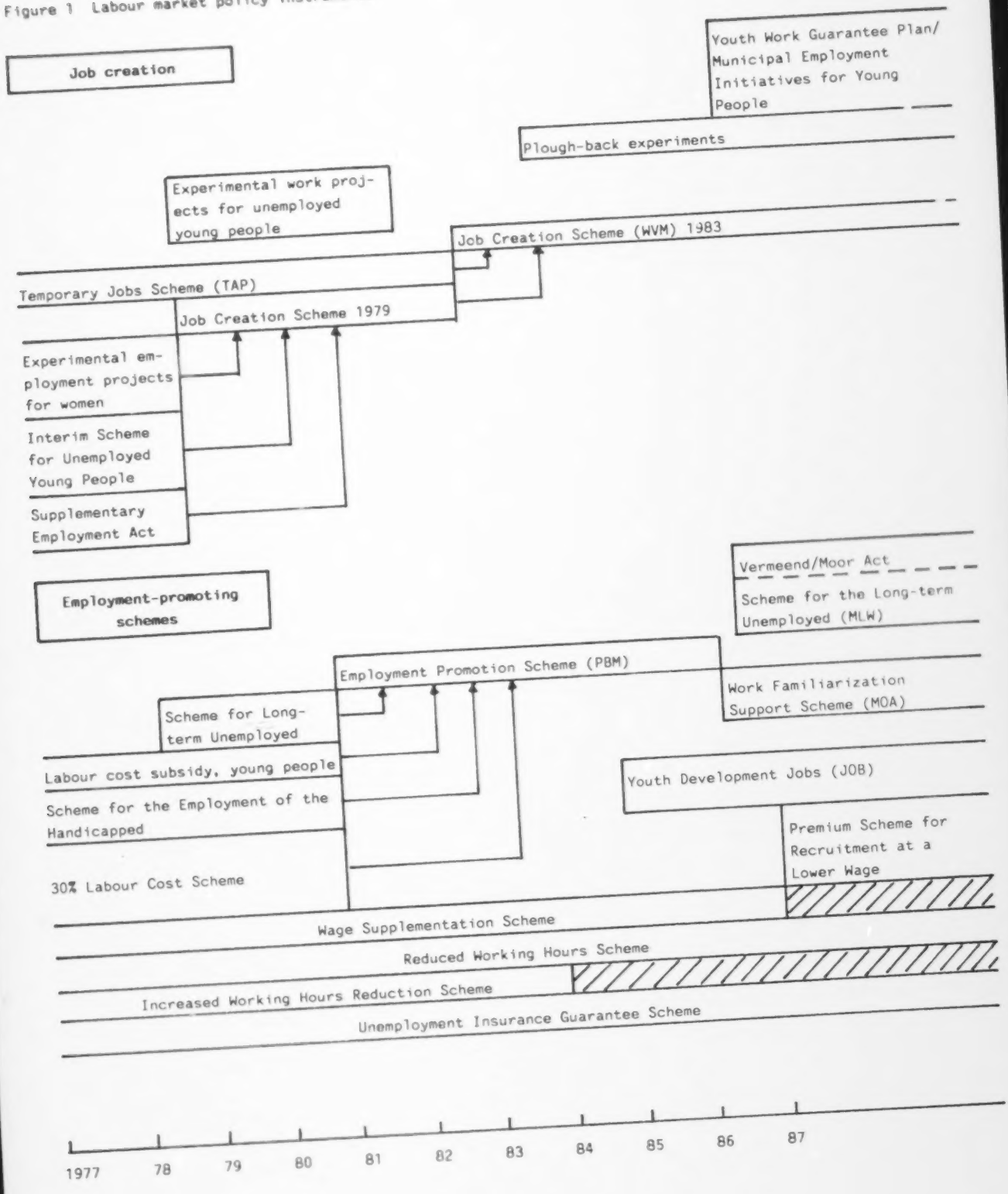

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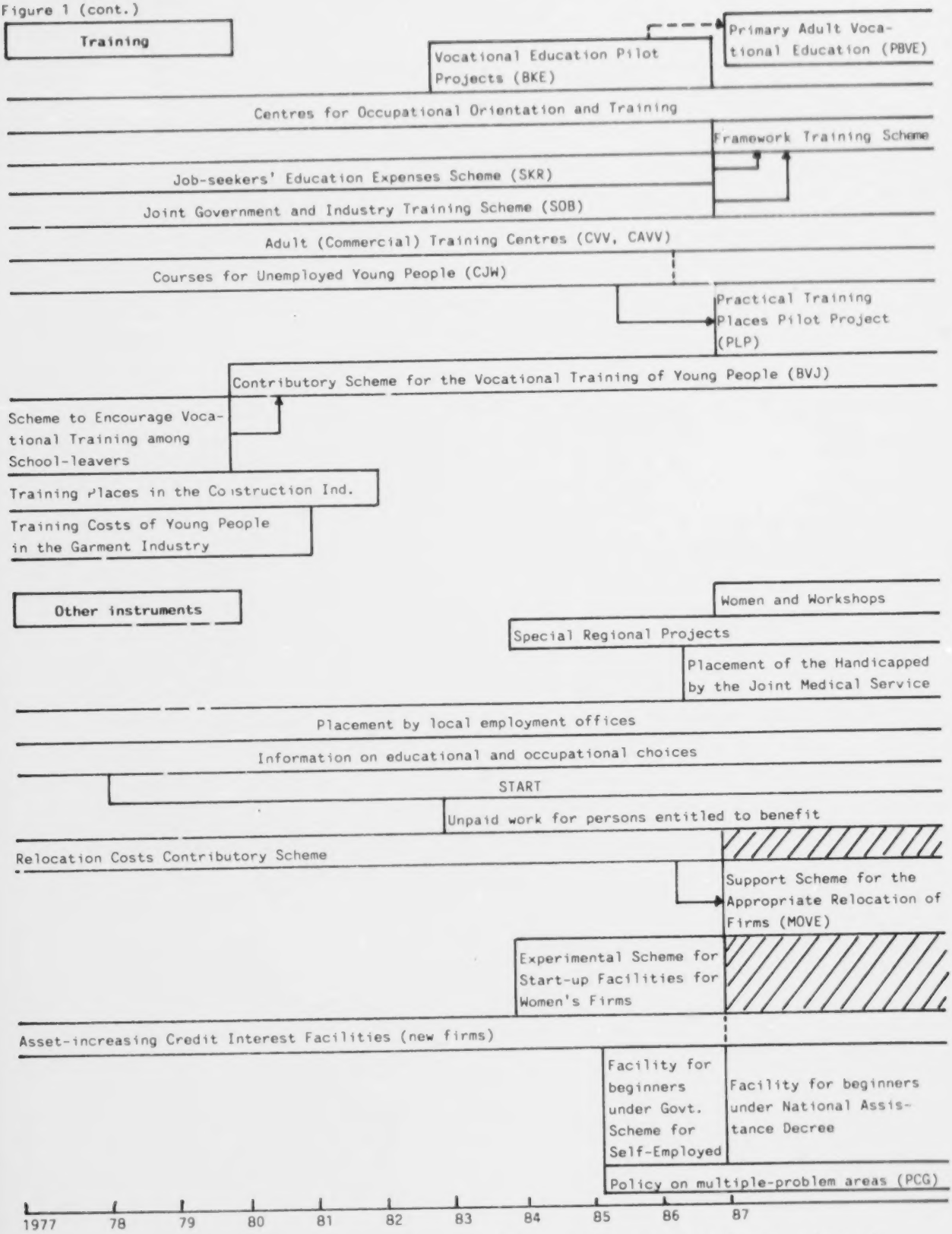
Figure 1 (cont.)


Training
Vocational Education Pilot Projects (BKE)
Primary Adult Vocational Education (PBVE)
Centres for Occupational Orientation and Training
Framework Training Scheme
Job-seekers' Education Expenses Scheme (SKR)
Joint Government and Industry Training Scheme (SOB)
Adult (Commercial) Training Centres (CVV, CAVV)
Courses for Unemployed Young People (CJW)
Practical Training Places Pilot Project (PLP)
Contributory Scheme for the Vocational Training of Young People (BVJ)
Scheme to Encourage Vocational Training among School-leavers
Training Places in the Construction Ind.
Training Costs of Young People in the Garment Industry
Other instruments
Women and Workshops
Special Regional Projects
Placement of the Handicapped by the Joint Medical Service
Placement by local employment offices
Information on educational and occupational choices
START
Unpaid work for persons entitled to benefit
Relocation Costs Contributory Scheme
Support Scheme for the Appropriate Relocation of Firms (MOVE)
Experimental Scheme for Start-up Facilities for Women's Firms
Asset-increasing Credit Interest Facilities (new firms)
Facility for beginners under Govt. Scheme for Self-Employed
Facility for beginners under National Assistance Decree
Policy on multiple-problem areas (PCG)
1977
78
79
80
81
82
83
84
85
86
87

Source: Compiled by the Advisory Council on Government Policy on the basis of COB/Economic Research Foundation, Arbeidsvoorzieningsbeleid in Nederland, The Hague 1986, and information obtained from the Ministry of Social Affairs and Employment and the Ministry of Economic Affairs

ANNEX 6 QUESTIONNAIRE FOR THE CBS SURVEY ON COMPANY TRAINING SCHEMES

CENTRAL BUREAU OF STATISTICS
Division S3, Statistics on Education and Science

company training schemes 1986

Please return by 1 July 1987

Company and external training schemes for employees of firms/institutions

Person to be contacted in connection with this survey:

Telephone No. Ext.

A company training scheme (or course) is accessible only to persons employed by your firm (or institution) or by its parent company, a fellow affiliate or a subsidiary. Training of this kind may also take place outside your firm, at a hotel or training institute, for instance. Assistance may perhaps be obtained from a consultancy or a training institute with the development of courses or in the form of instructors, or a company training scheme may even be completely bought in.

An external training scheme is one which is not only accessible to persons employed by your firm, its parent company, a fellow affiliate or a subsidiary. A training scheme organized under the auspices of a sectoral organization is open to participants from outside your firm and is therefore an external training scheme.

Training schemes forming part of the apprenticeship scheme do not count as company training schemes or as external training schemes.

Further explanations and definitions of the fields in which training may be provided and of the aims which it may pursue are attached.

1 How many people were employed by your firm at the end of 1986? . . . . . _____

2 Did any of your firm's employees take part in one or more company training schemes in 1986?

Yes (even if the training has not been completed) . . . . . 1 ☐

No . . . . . 2 ☐

If yes, please give further details under Question 9.

3 Did any of your firm's employees take part in external training schemes in 1986? Answer this question with 'yes' only if all or a proportion of education expenses and associated travel expenses were reimbursed or educational leave was granted or if advantage was taken of days of reduced working hours under a collective or internal agreement.

a Yes (even if the training has not been completed) . . . . . 1 ☐

No . . . . . 2 ☐

b If yes, how many employees? Where employees participated (or are still participating) in more than one external scheme, count the number of schemes (but exclude apprenticeship training).

Men . . . . . _____

Women . . . . . _____

Total . . . . . .

4 Can you give a breakdown of the total in the answer to Question 3b by types of institute organizing the training?

School (junior secondary vocational education, senior secondary vocational education, higher vocational education, junior general secondary education, higher general secondary education, pre-university education), university . . . . . _____

Sectoral organization . . . . . _____

Private institute . . . . . _____

Under the auspices of a sectoral organization in cooperation with a private institution . . . . . _____

5 a Does your firm have a separate department responsible for company and/or external training schemes?

Yes . . . . . 1☐

No . . . . . 2☐

If yes, how many people, in terms of full-time jobs, are employed in this department? . . . . . _____

b Are there any other people apart from those employed in the department referred to under 5a who are concerned with (the administration of) company and/or external training schemes?

Yes . . . . . 1☐

No . . . . . 2☐

If yes, how many man-years is it estimated these people devote to this task? . . . . . _____

6 a Did your firm reduce working hours in any way in 1986, other than by means of early retirement?

Yes . . . . . 1☐

No . . . . . 2☐

b Is the time available when working hours are reduced in your firm used for company and/or external training schemes?

Yes . . . . . 1☐

No . . . . . 2☐

c How many days accruing from the reduction of working hours (1 day = 8 hours) were used by your firm's employees for company and/or external training schemes?

Number of days . . . . . _____

7 What was the total cost of company and/or external training schemes in 1986 or in the last financial year for which you have figures? You should include all costs incurred by your firm. Do not include: labour costs and social security charges associated with apprentices with apprentice agreements under the apprenticeship scheme.

Total costs (x 1,000 guilders) . . . . . _____

in financial year . . . . . _____

If possible, please break down the above-mentioned total costs. If this is not possible, indicate with a cross what categories of expenditure are included in the total.

expenditure on staff and equipment, incl. social security charges, relating to the department referred to in Question 5a . . . . . _____

expenditure on staff, including social security charges, relating to the man-years referred to in Question 5b . . . _____

cost of external assistance with company training schemes (instructors, help with development of courses), cost of courses bought in . . . . . _____

reimbursement of education and associated travel expenses . . . . . _____

cost of educational leave/lost working hours . . . . . _____

other costs (please specify)

_____ _____

_____ _____

_____ _____

If the cost of educational leave/lost working hours cannot be specified, please estimate the total number of days of educational leave or the total number of working hours lost.

Number of days (1 day = 8 hours) . . . . . _____

8 How much (x 1,000 guilders) did your firm receive in 1986 in subsidies for training schemes (on a cash basis)? Do not include subsidies under the apprenticeship scheme.

Under the Joint Government and Industry Training Scheme . . . . _____

Under the Work Familiarization Support Scheme . . . . . _____

Under the National Programme of Crash Courses in Information Science . . . . . _____

From the European Social Fund . . . . . _____

Under other schemes . . . . . _____

Total . . . . . _____

9 Please complete the following form by entering the name of <u>each company training scheme</u> in which employees of your firm participated in 1986 and the relevant code or figure. The codes to be used can be found in the attached explanations.

Name of the training scheme	type of training	duration of training	goal of training	assistance from third parties	level participant wants to achieve	number of participants			
						men		women	
						full-time	part-time	full-time	part-time

11

100

EXPLANATIONS CONCERNING THE QUESTIONNAIRE ON
COMPANY TRAINING SCHEMES IN 1986

When answering the questions, you should give information relating only to your firm.

Company and external training schemes do not include:

1 the training of apprentices
2 educational activities for young people
3 work done by trainees from outside the firm
4 on-the-job training, including internal and external practical training
5 courses for customers

What is a training scheme?

A training scheme must entail

1 one or more meetings at a predetermined place and time attended by
2 a more or less fixed group of participants, who meet
3 to achieve certain learning objectives.

Man-years

An employee who works full-time and devotes (almost) all his time to company training schemes = 1.0 man-year.
An employee who works half-days and devotes (almost) all his time to company training schemes = 0.5 many-years.
An employee who works full-time and devotes about 5 weeks to company training schemes in 1986 = 0.1 man-year.

Codes to be used when answering Question 9:

Type of training

1 = general education, foreign languages
2 = technology, construction and allied fields, textile and leather processing, printing technology, electrical engineering, chemical engineering
3 = agriculture, horticulture, animal husbandry, forestry, environment
4 = transport, storage
5 = (para)medical subjects, pharmacy, care of the sick
6 = social work, personnel administration, vocational guidance work, cultural work
7 = care of children, the elderly, the mentally handicapped
8 = catering
9 = adminstration, book-keeping, business correspondence
10 = legal affairs, taxation
11 = insurance, banking, accountancy
12 = automation, use of computers, CAD/CAM
13 = management, planning, improvement of efficiency, organization
14 = marketing, public relations, advertising, salesmanship
15 = social skills, conference techniques, negotiating
16 = other fields

Duration of training

The duration of training means the number of days on which lessons or instruction are given. Part of a day (morning, afternoon or evening) counts as a half-day.
Example: a course lasting three weeks, with one day each week devoted to lessons, counts as 3 days.

Goal of training

Please enter the code that is applicable to more than 50% of the participants in the training scheme. You are thus asked to indicate the main thrust of each scheme. If this is not possible, enter Code 6.

1 = introduction to the firm
2 = supplement to the preliminary training of new employees, including school-leavers, up to the level required for the performance of the work
3 = retraining of employees who have recently been or will shortly be made redundant
4 = complementing the skills/knowledge of employees who have been with the firm for some time but are changing jobs within the firm, whose jobs are changing in content, who are expected to perform new tasks or who have to meet different or more stringent requirements as a result of technical developments or developments in industrial relations
5 = preparation for retirement
6 = it is not possible to indicate with one code the goal that applies to more than 50% of the participants in the scheme

Assistance from third parties

Does/did your firm receive any assistance from third parties with the development of the course in the form of instructors, or was the course as a whole bought in?

1 = no
2 = yes, from a private training institute/consultancy
3 = yes, from a school for junior secondary vocational education, senior secondary vocational education, higher vocational education, junior general secondary education, higher general secondary education or pre-university education or from a university

Level the participant wants to achieve, i.e. at the beginning of the course and as a function of previous education and/or experience

1 = elementary education
2 = junior secondary vocational education/junior general secondary education
3 = senior secondary vocational education, higher general secondary education, pre-university education)
4 = higher vocational education, university
5 = not known

ANNEX 7 TABLES RELEVANT TO CHAPTER 4

Figures 4.1 and 4.2 - Provisional alternative classification criterion

The following diagram is a (provisional, initial) attempt to classify the origin and destination of the most important financing flows relating to adult vocational education based on the 'direct source' criterion. Basic education and part-time general education have been ignored in this context. The following can be said about the availability of (basic) statistical material:

- IA: information is available, except on part-time university education (excluding the Open University), but information on part-time vocational education where there are also full-time courses bearing the same name is incomplete or non-existent;
- IB: figures can be obtained from the Ministry of Social Affairs and Employment;
- IC: this information is obtained fairly easily, though some time needs to be invested (1985: a total of about Hfl 163 million);
- II: see Statistiek Bedrijfsopleidingen (Statistics on Company Training Schemes): information on costs associated with the apprenticeship scheme and practical training is probably unobtainable;
- III: information very difficult to obtain at the moment, although there is a publication on (private) education funds;
- IV: an approximate figure for this item can (perhaps) be obtained indirectly by deducting (fairly easily estimated) expenditure on standard education and education allowances received from total expenditure by households on education.

Source: suggestion by one of the CBS staff consulted

FINANCING OF ADULT VOCATIONAL EDUCATION

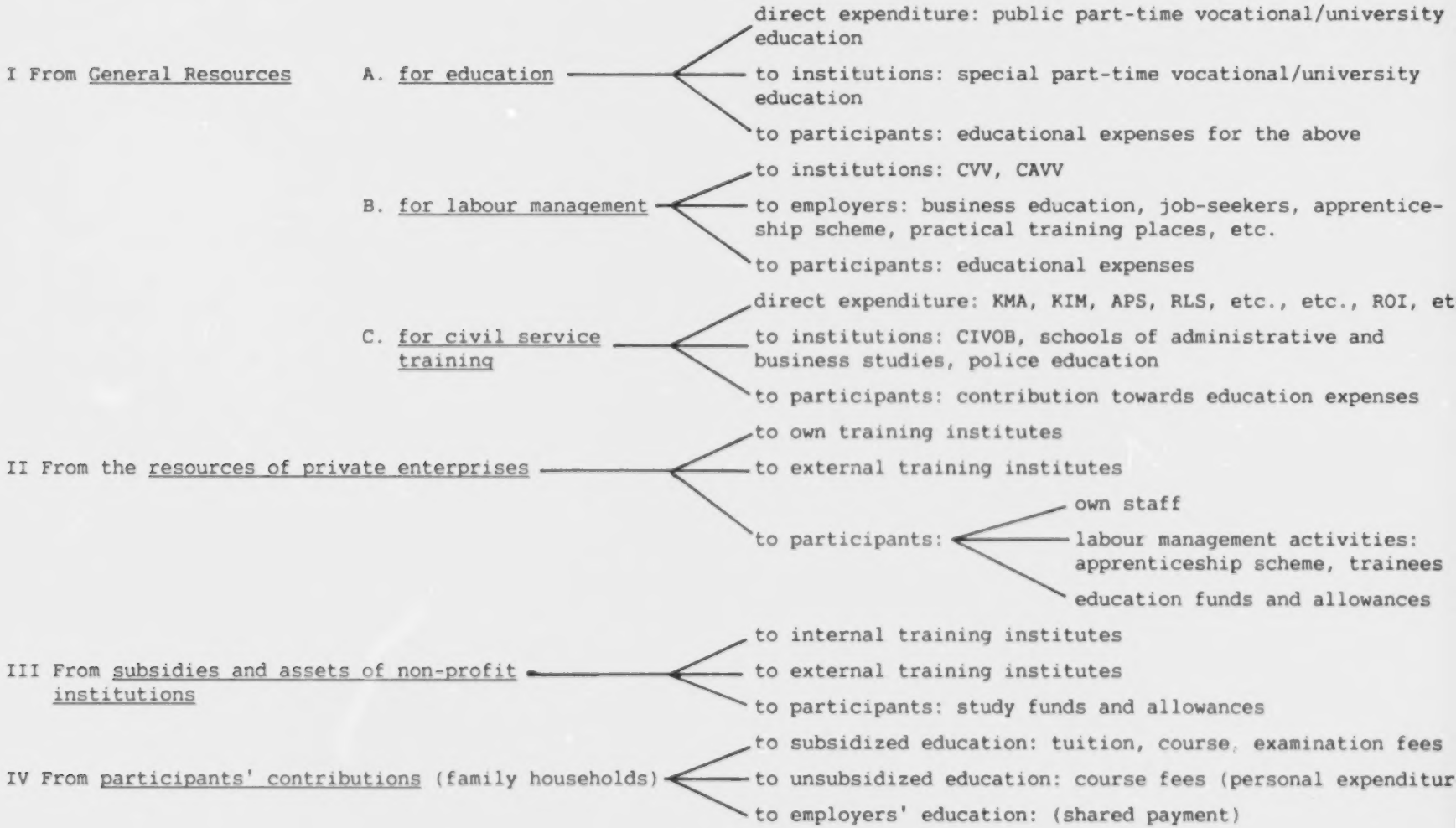

I From General Resources
A. for education
direct expenditure: public part-time vocational/university education
to institutions: special part-time vocational/university education
to participants: educational expenses for the above
B. for labour management
to institutions: CVV, CAVV
to employers: business education, job-seekers, apprenticeship scheme, practical training places, etc.
to participants: educational expenses
C. for civil service training
direct expenditure: KMA, KIM, APS, RLS, etc., etc., ROI, et
to institutions: CIVOB, schools of administrative and business studies, police education
to participants: contribution towards education expenses
II From the resources of private enterprises
to own training institutes
to external training institutes
to participants:
own staff
labour management activities: apprenticeship scheme, trainees
education funds and allowances
III From subsidies and assets of non-profit institutions
to internal training institutes
to external training institutes
to participants: study funds and allowances
IV From participants' contributions (family households)
to subsidized education: tuition, course, examination fees
to unsubsidized education: course fees (personal expenditur
to employers' education: (shared payment)

Table 4.3 - Participants[1] in company training schemes as a percentage of the total number of participants in training schemes, 1986

	Size category, employees			
	5-<100	100-<500	>=500	Total
	%			
Agriculture and fisheries	6	72	-	30
Manufacturing, minerals extraction	31	50	69	63
Public utilities	15	14	57	48
Construction industry and installation firms	14	39	44	32
Trade, hotels, restaurants, repair firms	29	56	79	53
Transport, storage and communications firms	30	33	79	75
Banking, insurance and commercial services	41	55	50	49
Other services[2]	30	69	63	58
Total	33	54	66	58

1 employees of firms and institutions
2 consisting in particular of social services, sports and recreation institutions/firms, (socio-)cultural and research institutions.

Source: CBS, 1988

Table 4.4 - Cost of company and external training schemes, by sector, 1986

B. Costs, including cost of lost working hours

	Size category, employees			
	5-<100	100-<500	>=500	Total
	millions of guilders			
Agriculture and fisheries	3	1	-	4
Minerals extraction and manufacturing	59	116	604	779
Public utilities	3	9	36	48
Construction industry and installation firms	15	16	14	45
Trade, hotels, restaurants, repair firms	52	52	97	201
Transport, storage and communications firms	12	14	456	482
Banking, insurance and commercial services	106	136	331	573
Other services[1]	47	52	61	160
Total	297	396	1,599	2,292

1 Consisting in particular of social services, sports and recreation institutions/firms, (socio-)cultural and research institutions.

Source: CBS, Statistisch Bulletin 8 (CBS), 25 February 1988

Table 4.5 - Participants[1] in external training schemes in each sector, by type of training institution, 1986

Sector	Standard education	Sectoral training	Private institute	Total (=100%)
	%			x 1,000
Agriculture and fisheries	5	69	26	1.0
Manufacturing, minerals extraction	14	15	71	99.8
Public utilities	17	35	48	7.4
Construction industry and installation firms	7	60	33	14.3
Trade, hotels, restaurants, repair firms	7	38	55	33.4
Transport, storage and communications firms	9	29	62	24.4
Banking, insurance and commercial services	7	39	54	110.9
Other services[2]	27	32	41	30.3
Total				
%	11	31	58	
absolute (x 1,000)	36.8	99.7	185.0	321.5

1 employees of firms and institutions
2 consisting in particular of social services, sports and recreation institutions/firms, (socio-)cultural and research institutions.

Source: CBS, 1988

Table 4.9 - Participants in labour management schemes and funds available

	1982		1983		1984		1985		1986		1987[1]	
	p'ants	funds	p'ants	funds	p'ants	funds	p'ants	funds	p'ants	funds	p'ants	funds
Training measures												
SOB[2]	7,276	60.5	5,554	57.1	4,389	67.6	9,500	100.0	18,925	158		-
SKR[2]	17,894	15.0	19,194	16.1	20,109	22.5	16,201		32,800			-
KRS[2]											42,000	190.6
CVV, CAVV	7,440	110.0	7,750	125.0	8,812	88.4	10,455	52.7	15,000	76	17,000	66.5
BKE/PBVE	-	8.0	2,024	8.0	2,754	7.0	2,730	8.0	±4,000	9	10,000	25
CBB	1,679	35.5	2,180	35.4	3,000	35.7	3,000	35.7	3,214	36	3,200	38.7
BVJ	25,000[5]	135	24,759	135	29,363	135	35,629	135	±41,000	212	45,000	210
Other measures												
WVM	28,721	445.0	17,896	343.0	15,227	297.9	6,531	104.9	2,653	44.8	2,000	25.9
MOA[3]									4,875	46.2	7,000	50.2
PBM[3]	9,307	65.0	7,285	73.6	8,020	90.0	7,381	72.1	2,880			
EAJ	788	29.9	849	40.7	465	21.0	203	13.5	37	2.1	20	0.6
BRP					±2,500	22.2	±8,000	66.4	±10,000	92.3	8,000	68.2
MLW										(86/87)	6,000	30.6
JOB									2,145	35(85/86)	4,000	35.0
MOVE[4]											?	1.0

1 forecast
2 SOB and SKR replaced with KRS on 1 January 1987
3 replaced with MOA on 1 April 1986
4 came into effect on 1 September 1987
5 source: Ministry of Education and Science up to age 27

Source: Lower Chamber, 1987-1988, 20 200, Chapter XV, No. 26

Table 4.10A - Financial review of the proposed distribution of former Investment Account Act funds (in millions of guilders)

Available in 1989	E&S 42.5	EA 26.7	SA&E 51.5	A&F 4.25	Total 125
1. Basic education (intake increased by 3,000 participants from 1 January 1989)	10				10
2. Apprenticeship scheme/PBVE					
- increase in advertising and information	1		1	0.2	2.2
- procurement of practical training places for PBVE	1.5		1.5		3
- new training schemes	2.9			1.7	4.6
- counselling for 27-year-olds	2.5			0.3	2.8
- increase in PBVE intake by 2,000 from 1 August 1989*	2.9		3.7		6.6
- increase in apprenticeship scheme intake by 2,300 from 1 August 1989	1.7		11.5	0.4	13.6
- practical component of secondary apprenticeship scheme, A&F				0.4	0.4
3. ISO**	20				20
4. More thorough analysis of demand for training			2.8		2.8
5. Training for businessmen		4.5			4.5
6. Encouragement of training of the employed		15			15
7. Advertising		2.25			2.25
8. Equipment		5			5
9. Other A&F projects				1.25	1.25
10. Sectoral training for job-seekers			25		25
11. Other			6		6

* The total of 6.6 million available for the PBVE in 1989 is composed of the following:
addition to E&S's budget: 1 million
addition to SA&E's budget: 1.7 million
apprenticeship scheme in connection with PBVE: 1.9 million
increase in CVVs and CAVVs in connection with PBVE: 2 million

** Of the 20 million available for ISO in 1989, 6 million is earmarked for the apprenticeship scheme.

E&S = Ministry of Education and Science
EA = Ministry of Economic Affairs
SA&E = Ministry of Social Affairs and Employment
A&F = Ministry of Agriculture and Fisheries

Source: Tripartite Working Group, Additionele scholing (Additional training), November 1988

Table 4.12 - Task-setting policy 1988

				participants
Available budget	Hfl 12,270,500			
- multiple-problem areas (PCG)			Hfl 1,000,000	100
- 12% for women wanting to go back to work			1,472,000	300
thereof:				
MOA	Hfl 147,000	25		
KRS	500,000	180		
WVM	200,000	10		
BRP	550,000	55		
PBVE	75,000	30		
- BRP			1,000,000	40
- MOA			750,000	150
- PBVE			600,000	300
- WVM			600,000	30
- 1% PR budget			122,500	
- KRS			6,726,000	1,300
thereof:				
GMD (training)	300,000	50		
for CAVV	60,000	140		
for CTVV	1,200,000	75		
for vocational guidance	12,000			
			Hfl 12,270,500	2,200

Source: Local employment offices' policy plan

Table 4.13 - Staff of the SRW/new organization from 1 May 1988

Post	Subsidizer	%	Costs, 1988	8 months
Board:				
Director	PCG/GAB	100	100,000	66,667
Chief executive	PCG/GAB	100	90,000	60,000
Administration:				
Coordinator	PCG/GAB	100	60,000	40,000
Administrative staff	PCG/GAB	420	189,000	126,000
List of subsidized activities	GSD	100	45,000	30,000
Filing	PCG/GAB proposal	100	45,000	30,000
Receptionist/ telephonist	PCG/GAB	100	45,000	30,000
Accounting:				
Chief accountant	PCG/GAB	100	75,000	50,000
Deputy accountant	PCG/GAB	100	60,000	40,000
Chief assistant	PCG/GAB	100	50,000	33,333
Assistant	PCG/GAB	100	45,000	30,000
Advertising:				
BKF staff	TTO	150	112,500	75,000
BKF employee	SCW	50	37,500	25,000
BKF employee	Bergweg Hospital	100	75,000	50,000
Staff member	PCG/GAB	100	75,000	50,000
Staff member	SCW	40	36,000	24,000
Staff:				
Head staff office	municipality	100	100,000	66,667
Staff member	SZ/CuMi	100	75,000	50,000
Staff member	GSD	84	75,600	50,400
Training/PBVE	PBVE	100	75,000	50,000
WOAU	WOAU	100	90,000	60,000
Information	municipality	100	75,000	50,000
WAV:				
Coordinator	HOG	100	75,000	50,000
Staff members	HOG	800	480,000	320,000
UFUK:				
Staff member	PCG/BiZa	100	60,000	40,000
Staff member	HOG	100	60,000	40,000
Admin. staff member	PCG/BiZa	100	50,000	33,333
BAKO staff member	SZ/CuMi	100	60,000	40,000
Guidance:				
Staff member	PCG/GAB	100	60,000	40,000
Staff member	PBVE	100	60,000	40,000

Table 4.13 (cont.)

Post	Subsidizer	$	Costs, 1988	8 months
Administration sector:				
Advisers	PCG/GAB	150	90,000	60,000
Advisers	HOG	150	90,000	60,000
Training	PBVE	150	90,000	60,000
Advisers	SCW	200	120,000	80,000
Adviser	GSD	63	37,800	25,200
Supplies/services sector:				
Advisers	PCG/GAB	450	270,000	180,000
Training	PBVE	120	72,000	48,000
Technology sector:				
Adviser	GSD	100	60,000	40,000
Advisers	PCG/GAB	250	150,000	100,000
Advisers	HOG	150	90,000	60,000
Training	PBVE	100	60,000	40,000

Total	$	Costs, 1988	8 months
PCG/GAB	2,370	1,404,000	936,000
GSD	347	218,400	145,600
PCG/BiZa	200	110,000	73,333
PBVE	570	357,000	238,000
SCW	290	193,500	129,000
HOG	1,300	795,000	530,000
Bergweg Hospital	100	75,000	50,000
SZ/CuMi	200	135,000	90,000
Municipality	200	175,000	116,667
WOAU	100	90,000	60,000
TTO	150	112,500	75,000
TOTAL	5,827	3,665,400	2,443,600

Source: SRW

ANNEX 8 TABLES RELEVANT TO CHAPTER 5

Table 5.1 - Total number of participants

	1984			1985		
	Total	Men	Women	Total	Men	Women
Oral part-time training schemes	543,140			570,178		
junior general secondary education	68,556	17,037	51,519	64,245	15,766	48,479
junior secondary vocational education	21,406	14,319	7,087	14,175	12,326	1,849
pre-university/higher general secondary education	41,894	13,603	28,291	39,335	12,891	26,444
lectures for businessmen	30,580	16,997	13,583	33,810	18,910	14,900
day-release education/educational activities for young people/short intermediate-level vocational education	115,592	80,657	34,935	124,868	86,825	38,043
educational activities for young adults	15,269	5,608	9,661	17,868	6,428	11,440
other junior vocational education	43,261	23,144	20,117	46,449	25,905	20,544
higher vocational education[2]	69,139	33,595	35,544	72,599	33,190	32,679
university education and theological colleges	8,312	5,461	2,851	10,184	6,298	3,886
government training institute	3,601	2,707	894	3,654	2,828	826
schools/colleges for administrative and business studies	5,153			4,690		
health care training schemes[1]	46,320	9,482	36,838	45,428	8,957	36,471
non-formal oral education[1]	74,057	38,510	35,547	92,873	44,579	48,294
recognized correspondence courses	181,031	128,321	52,710	179,313	125,057	54,256
general education	15,086	8,945	6,141	14,351	8,245	6,106
vocational education and/or courses of personal interest	165,945	119,376	46,569	164,962	116,812	48,150
open university	7,667	5,173	2,494	14,546	9,374	5,172
residential educational and development activities	102,467	47,192	55,275	107,695	50,695	57,000
literacy courses[1]	24,027	12,611	11,416	24,090	11,894	12,196
educational activities for cultural minorities[1]	23,013	11,037	11,976	25,670	11,563	14,107
vocational education for adults[3]	3,022	1,451	1,571	2,935	1,321	1,614
open school	4,713	822	3,891	4,600	315	4,285
training measures organized by the Ministry of Social Affairs and Employment	17,204			27,519		
TELEAC	253,417	114,038	139,379	140,339	98,237	42,102
household and consumer information[4]	18,315	1,831	16,484	15,675	1,568	14,107
total surveys of institutes[5]	1,178,016			1,112,560		

1 distribution between men and women partly estimated
2 including 6,730 participants who cannot be distributed by sex (1985)
3 estimated
4 distribution between men and women estimated
5 including possible double counts in different schemes

Table 5.2 - Participation in adult education by persons aged 16 and older, excluding those in full-time education, in 1975, 1980 and 1985, by type of training

	1975 (n=1,089)		1980 (n=2,246)		1985 (n=2,687)	
	participation %	estimated[1] absolute (x 1,000)	participation %	estimated absolute (x 1,000)	participation %	estimated absolute (x 1,000)
day-time training	2.2	220	4.5	480	3.9	450
company training	2.1	210	3.5	380	3.8	430
correspondence courses	2.5	250	3.0	320	2.7	310
other courses[2]	8.7	870	12.2	1,300	10.4	1,200
total participants	14.0	1,400	19.4	2,100	17.4	2,000
total participation	15.5	1,500	23.2	2,500	20.8	2,400

1 In view of the size of the random sample and the small participation percentages, wide confidence margins are likely.

2 Vocational courses, general education courses and courses attended on personal grounds.

Source: Time Studies, 1975, 1980 and 1985, obtained from Bronneman-Helmers, 1988

Table 5.4 - Participation in adult education by persons aged 16 and older, excluding those in full-time education, in 1975, 1980 and 1985 (in per cent and random sample numbers per category)

	1975		1980		1985	
	%	n	%	n	%	n
total	14.0	1,089	19.4	2,246	17.4	2,687
sex:					*	
male	13.7	528	19.3	1,090	19.9	1,301
female	14.3	561	19.5	1,156	15.2	1,385
age:	*		*		*	
16-24	23.7	147	40.3	262	43.6	265
25-34	18.7	239	25.9	528	21.3	603
35-44	17.8	191	21.2	418	18.8	564
45-54	10.9	195	13.5	343	12.3	393
55-64	8.1	129	10.8	312	8.8	386
65+	4.1	187	6.6	383	7.5	475
principal occupation:	*		*		*	
employed	17.1	542	25.8	1,161	22.9	1,329
housewife	12.7	393	14.1	747	11.1	828
unemployed/ disabled	14.6	49	15.6	108	17.0	211
retired	3.1	105	6.6	212	7.9	291
military service/other	0.0	0	2.7	18	47.9	29
level of education:	*		*		*	
basic education	10.3	352	9.9	586	3.5	423
1st stage, sec.ed.	14.6	473	19.8	1,001	15.7	1,209
2nd stage, sec.ed.	20.6	133	31.2	315	24.9	633
higher education	16.2	101	32.9	231	25.2	421

* significant differences betwen groups ($p<0.05$)

Source: Social and Cultural Planning Bureau, Time Studies, 1975, 1980 and 1985, obtained from Bronneman-Helmers

Table 5.4A - Participation in company training schemes, 1975-1985

year	estimate, evidence
1975	about 120,000 participants in internal courses run by firms and institutes[1]
1976	many tens of thousands of adults participated in internal training schemes in industry, particularly in middle-size and large firms[2]
1979	126,000 employed people aged 17 to 64[3]
1979	16 to 17% of employees were trained or attended courses[4]
1982	9 to 13% of employees attended courses in which skills were taught; 7 to 20% attended courses/were trained to keep existing skills up to date; 2 to 5% underwent non-specialist training; 3 to 6% underwent management training, 4 to 12% training in social skills[5]
1983	400,000 people attended company training schemes[6]
1985	800,000 employees attended some form of internal or external company training scheme[7]
1985	35% of employees of firms with an active training policy participated in a training scheme or attended a course, i.e. 700,000 employees in larger firms alone[8]

1 Kosten en financiering van de volwasseneneducatie in de toekomst (Cost and financing of adult education in the future), 3rd report of the Committee for the Promotion of Local Educational Networks and 7th report of the Open School Committee, The Hague, Government Printing Office, 1978
2 Interne bedrijfsopleidingen voor volwassenen. Inventarisatie en evaluatie (Internal company training schemes for adults. Inventory and evaluation), Berg and Dal, GITP, Socio-Economic Council, 1976
3 Deelname aan bedrijfsopleidingen in Nederland (Participation in company training schemes in the Netherlands), in: Sociaal-economische maandstatistiek, Supplement 4 (1984), pp. 12-22
4 Opleiden in Nederland (Training in the Netherlands), in: Personeelswerk 6 (1982) 8
5 in: Personeelswerk (1982)
6 CBS (1986)
7 Biessen and Van der Zee (1985)
8 Bakkenist (1986)

(NB 1 to 5 obtained from Möller, 1982)

Table 5.4B- Participation in company training schemes by persons aged 16 and older, excluding those in full-time education, in 1975, 1980 and 1985 (in per cent and random sample numbers per category)

	1975		1980		1985	
	%	n	%	n	%	n
total	2.1	1,089	3.5	2,246	3.8	2,687
sex:	*		*		*	
male	4.0	528	5.4	1,090	6.6	1,301
female	0.4	561	1.6	1,156	1.2	1,385
age:	*		*		*	
16-24	4.6	147	7.6	262	10.3	265
25-34	1.6	239	6.3	528	5.2	603
35-44	2.2	191	2.6	418	5.5	564
45-54	2.1	195	2.9	343	3.0	393
55-64	1.7	129	0.4	312	0.3	386
65+	1.3	187	0.7	383	0.1	475
principal occupation:	*		*		*	
employed	3.3	542	5.9	1,161	6.9	1,329
housewife	0.2	393	0.6	747	0.1	828
unemployed/ disabled	4.7	49	2.2	108	1.2	211
retired	2.3	105	1.2	212	2.1	291
military service/other	0.0	0	0.0	18	24.0	29
level of education:	*		*		*	
basic education	1.8	352	1.0	586	0.2	423
1st stage, sec.	2.5	473	3.8	1,001	3.2	1,209
2nd stage, sec.	1.2	133	7.6	315	5.7	633
higher education	3.2	101	3.6	231	6.3	421

* significant differences betwen groups ($p<0.05$)

Source: Social and Cultural Planning Bureau, Studies of time in spent, 1975, 1980 and 1985, obtained from Bronneman-Helmers

Table 5.6 - Participants[1] in internal and external company training schemes and company training schemes in each sector, by size category, 1986

	Size category, employees			
	5-<100	100-<500	>=500	Total
	x 1,000			
Agriculture and fisheries	0.9	0.5	-	1.4
Manufacturing and minerals extraction	23.4	45.9	198.2	267.5
Public utilities	0.7	2.3	11.3	14.3
Construction industry and installation firms	7.3	7.8	5.9	21.0
Trade, hotels, restaurants, repair firms	27.7	19.9	24.2	71.8
Transport, storage and communications firms	4.1	5.5	86.9	96.5
Banking, insurance and commercial services	52.1	51.5	114.2	217.8
Other services[2]	17.5	28.9	25.1	71.5
Total	133.7	162.3	465.8	761.8

1 Where an employee has attended two or more courses, the number of courses applies.
2 Consisting in particular of social services, sports and recreation institutions/firms, (socio-)cultural and research institutions.

Source: CBS, 1988

Table 5.7 - Participation in correspondence courses by persons aged 16 and older, excluding those in full-time education, in 1975, 1980 and 1985 (in per cent and random sample numbers per category)

	1975		1980		1985	
	%	n	%	n	%	n
total	2.5	1,089	3.0	2,246	2.7	2,687
sex:	*		*		*	
male	2.9	528	2.6	1,090	3.7	1,301
female	2.1	561	3.5	1,156	1.8	1,385
age:	*		*		*	
16-24	5.6	147	5.5	262	7.6	265
25-34	5.2	239	3.6	528	3.4	603
35-44	1.9	191	3.9	418	2.4	564
45-54	1.3	195	1.3	343	1.0	393
55-64	0.0	129	2.4	312	1.4	386
65+	0.0	187	1.6	383	1.8	475
principal occupation:	*		*		*	
employed	3.5	542	3.7	1,161	3.4	1,329
housewife	2.0	393	2.7	747	1.5	828
unemployed/ disabled	0.0	49	0.7	108	3.6	211
retired	0.0	105	1.9	212	2.2	291
military service/other	0.0	0	2.7	18	0.0	29
level of education:	*		*		*	
basic education	2.0	352	2.5	586	0.4	423
1st stage, sec.	3.0	473	2.9	1,001	3.0	1,209
2nd stage, sec.	1.7	133	2.8	315	3.3	633
higher education	3.4	101	6.8	231	3.0	421

* significant differences betwen groups ($p<0.05$)

Source: Social and Cultural Planning Bureau, Time Studies, 1975, 1980 and 1985, obtained from Bronneman-Helmers

Table 5.8 - Enrolment in recognized correspondence courses

	totaal total			voortgezet onderwijs secondary education									hoger onderwijs higher education									niet in te delen naar niveau[2] not definable by level[2]		
				lagere trap first stage			hogere trap second stage			eerste fase first stage			tweede fase second stage											
	totaal[1]	mannen	vrouwen	totaal[1]	mannen	vrouwen	totaal[1]	mannen	vrouwen	totaal[1]	mannen	vrouwen	totaal	mannen	vrouwen	totaal	mannen	vrouwen	totaal	mannen	vrouwen	total	men	women
1975	172 496	115 524	54 191	72 610	44 993	26 892	74 789	51 234	21 557	14 512	12 279	2 179	9 288	6 090	3 194	1 297	928	369						
1980	207 831	136 135	71 514	93 359	56 994	36 223	90 175	60 999	29 147	16 072	13 580	2 481	7 459	4 018	3 441	766	544	222						
1982	191 220	128 653	62 567	78 481	49 095	29 386	93 350	66 336	27 014	18 268	12 402	5 866	81	70	11	1 040	750	290						
1983	181 426	124 719	56 707	67 65[3]	43 393	24 265	95 963	68 945	27 018	16 984	11 923	5 061	291	200	91	530	258	272						
1984	181 031	128 321	52 710	78 573	52 646	25 927	86 886	64 586	22 300	15 209	10 886	4 323	28	22	6	335	181	154						
w.v. / incl.																								
algemeen general	15 086	8 945	6 141	5 791	3 271	2 520	9 025	5 558	3 467	-	-	-	-	-	-	270	116	154						
onderwijs teachers' training	5 089	2 615	2 474	-	-	-	-	-	-	5 061	2 593	2 468	28	22	6	-	-	-						
humaniora humanities	17 065	8 612	8 453	15 044	7 869	7 175	1 601	622	979	420	121	299	-	-	-	-	-	-						
agrarisch agricultural	5 754	4 058	1 696	3 317	2 435	882	2 025	1 226	799	412	397	15	-	-	-	-	-	-						
wis- en natuurkunde mathematics and natural sciences	1 271	1 141	130	478	423	53	717	651	66	78	67	11	-	-	-	-	-	-						
technisch technical	25 864	24 848	1 016	5 855	5 533	322	16 740	16 080	660	3 269	3 235	34	-	-	-	-	-	-						
transport c.a. transport and communications	5 849	5 752	97	4 497	4 463	34	1 181	1 130	51	171	159	12	-	-	-	-	-	-						
medisch medical	7 363	1 125	6 238	1 639	377	1 262	4 605	453	4 152	1 119	295	824	-	-	-	-	-	-						
economie economics																								
bedrijfskunde management																								
secretarieel clerical																								
bedrijfsadministratie accountancy																								
bedrijfscorrespondentie business correspondence	40 770	27 294	13 476	12 742	8 003	4 739	25 411	17 068	8 345	2 617	2 225	392	-	-	-	-	-	-						
commercieel commercial																								
detailhandel retail trade																								
overig economisch other economics																								
informatica computer sciences	31 750	29 100	2 650	11 507	10 245	1 262	18 866	17 559	1 307	1 377	1 296	81	-	-	-	-	-	-						
juridisch en bestuurlijk law and administration	2 244	1 695	549	916	696	220	711	567	144	617	432	185	-	-	-	-	-	-						
sociaal-cultureel socio cultural	4 338	1 833	2 505	2 903	1 103	1 800	1 405	702	703	30	28	2	-	-	-	-	-	-						
verzorging personal/social care	7 243	3 466	3 777	3 580	1 005	2 575	3 663	2 461	1 202	-	-	-	-	-	-	-	-	-						
kunst fine arts	4 405	1 660	2 745	3 932	1 589	2 343	473	71	402							-	-	-						
openbare orde en veiligheid military and civil security	5 810	5 539	271	5 309	5 061	248	463	440	23	38	38					-	-	-						
overig onderwijs other programmes	1 130	638	492	1 065	573	492	-	-	-	-	-	-	-	-	-	65	65	-						

[1] incl. geslacht onbekend
[2] incl. lager onderwijs

[1] incl. sex unknown
[2] incl. elementary school

Bron: Statistisch zakboek onderwijs

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Table 5.9 - Enrolment in recognized correspondence courses

	total	secondary education		higher education	
		1st stage	2nd stage	1st stage	2nd stage
total	187,452	82,700	87,210	17,508	34
men	126,295	52,748	60,771	12,749	27
women	61,157	29,952	26,439	4,759	7
by sector of education (in accordance with the Standard Educational Classification, 1978)					
general	15,014	6,530	8,484	-	-
teacher training	4,186	-	106	4,046	34
humanities	18,823	16,990	1,321	512	-
agriculture	5,797	3,441	1,684	672	-
mathematics and natural sciences	2,492	688	1,558	246	-
technical	30,737	9,258	17,356	4,123	-
transport and communications	5,141	3,451	1,459	231	-
medical and paramedical	7,748	1,824	4,418	1,506	-
computer sciences	22,476	6,626	13,124	2,726	-
economics, accountancy and commerce	49,355	16,576	30,171	2,608	-
law and administration	2,710	1,349	780	581	-
socio-cultural	4,424	2,283	2,023	118	-
personal/social care	7,088	3,313	3,775	-	-
fine arts	4,038	3,487	491	60	-
military and civil security	7,002	6,463	480	79	-
other programmes	421	421	-	-	-

Source: CBS, Mededelingen, No. 7885

Table 5.10 - Enrolment in non-formal oral education

	totaal total	lager onderwijs elementary school	voortgezet onderwijs secondary education		hoger onderwijs higher education	
			lagere trap first stage	hogere trap second stage	1e fase first stage	
1983	85 834	-	23 578	50 894	11 364[1]	
1984	74 057	208	27 367	36 526	9 956	
w.v. incl.						
algemeen	1 417	15	290	1 112	-	general
onderwijs	617	-	-	32	585	teachers' training
humaniora	5 917	193	4 012	1 383	329	humanities
agrarisch	184	-	10	-	174	agricultural
wis- en natuurkunde	34	-	9	25	-	mathematics and natural sciences
technisch	1 010	-	65	67	878	technical
transport c.a.	1 015	-	1 015		-	transport and communications
medisch	574	-	17	557	-	medical
economie	1 865		-	1 684	181	economics
bedrijfskunde	5 364	-	103	3 961	1 300	management
secretarieel	16 238	-	8 223	7 608	407	clerical
bedrijfsadministratie	20 679	-	10 100	8 137	2 442	accountancy
bedrijfscorrespondentie	1 956	-	62	1 894	-	business correspondence
commercieel	6 116	-	344	4 143	1 629	commercial
detailhandel	2 463	-	12	2 451		retail trade
overig economisch	1 668	-	578	497	593	other economics
informatica	3 612	-	936	2 216	460	computer sciences
juridisch en bestuurlijk	690	-	-	14	676	law and administration
sociaal-cultureel	419	-	-	117	302	social-cultural
verzorging	2 174	-	1 546	628	-	personal social care
kunst	45	-	45	-	-	fine arts

[1] incl. 260 deelnemers tweede fase

[1] incl. 260 participants second stage

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Table 5.11 - Enrolment in non-formal oral education, 1985

	total	primary education	secondary education		higher education
			first stage	second stage	first stage
total	92,873	84	36,328	41,793	14,668
by sector of education (in accordance with the Standard Educational Classification, 1978)					
general	332	-	27	295	-
teacher training	541	-	-	52	489
humanities	7,049	84	5,731	855	379
mathematics and natural sciences	94	-	23	47	24
technical	715	-	610	105	-
transport and communications	1,072	-	1,072	-	-
medical and paramedical	2,843	-	-	1,880	963
computer sciences	15,887	-	8,637	2,277	4,973
economics, accountancy and commerce	62,424	-	19,108	35,827	7,489
law and administration	146	-	-	-	146
socio-cultural	408	-	-	203	205
personal/social care	1,305	-	1,053	252	-
other programmes	67	-	67	-	-

1 institutes affiliated to the Association for Non-formal Oral Education

Source: CBS

Table 5.12 - Participation in day-time education by persons aged 16 and older, excluding those in full-time education, in 1975, 1980 and 1985 (in per cent and random sample numbers per category)

	1975		1980		1985	
	%	n	%	n	%	n
total	2.2	1,089	4.5	2,246	3.9	2,687
sex:	*		*		*	
male	2.7	528	4.0	1,090	4.7	1,301
female	1.8	561	4.9	1,156	3.1	1,385
age:	*		*		*	
16-24	3.8	147	10.7	262	10.2	265
25-34	2.8	239	5.7	528	5.2	603
35-44	4.3	191	5.5	418	3.5	564
45-54	1.7	195	3.5	343	1.8	393
55-64	0.5	129	1.5	312	1.4	386
65+	0.0	187	0.6	383	2.8	475
principal occupation:	*		*		*	
employed	2.8	542	5.6	1,161	4.7	1,329
housewife	2.0	393	3.5	747	2.0	828
unemployed/ disabled	3.3	49	6.4	108	4.7	211
retired	0.0	105	1.1	212	4.1	291
military service/other	0.0	0	0.1	18	9.4	29
level of education:	*		*		*	
basic education	2.5	352	2.0	586	0.2	423
1st stage, sec.	1.8	473	5.0	1,001	2.6	1,209
2nd stage, sec.	0.8	133	5.7	315	6.5	633
higher education	5.2	101	8.4	231	7.4	421

* significant differences betwen groups ($p<0.05$)

Source: Social and Cultural Planning Bureau, Time Studies, 1975, 1980 and 1985, obtained from Bronneman-Helmers, 1988

Table 5.13A - Male participants in a number of part-time oral training schemes, by age, 1985/86

	total	year of birth							
		1965 and later	1965-1961	1960-1956	1955-1951	1950-1946	1945-1941	1940-1936	1935 and earlier	
		age in years								
		19 and younger	20-24	25-29	30-34	35-39	40-44	45-49	50 and older	not known
secondary education, first stage	28,092	3,905	4,994	3,670	3,195	2,411	1,457	940	1,609	5,911
junior general secondary education	15,766	1,943	2,965	2,731	2,290	2,087	1,307	834	1,609	
vocational education	12,326	1,962	2,029	939	905	324	150	106	-	5,911
technical	5,540	1,937	1,747	815	461	324	150	106	-	-
nautical	873	25	280	124	444	-	-	-	-	-
agricultural	5,911	-	-	-	-	-	-	-	-	5,911
domestic science	2	-	2	-	-	-	-	-	-	-
secondary education, second stage	131,085	40,946	51,153	19,573	10,153	4,069	2,240	1,052	996	-
pre-university and higher general secondary education	12,891	2,322	5,100	2,170	1,229	870	406	252	529	-
day-release education/educational activities for young people/short part-time intermediate-level vocational education	86,825	36,334	33,872	8,604	4,169	2,186	1,015	431	214	-
day-release education	39,083	15,436	15,990	4,049	2,017	912	396	201	82	-
compulsory day-release	219	161	48	3	2	3	2	-	-	-
educational activities for young people	5,357	4,565	773	11	5	3	-	-	-	-
short part-time intermediate-level vocational education	42,166	16,172	17,061	4,541	2,145	1,268	617	230	132	-
educational activities for young adults	6,428	973	2,389	1,805	1,261	-	-	-	-	-
other vocational education[1]	24,941	1,317	9,786	6,989	3,494	1,913	820	369	253	-
technical	6,783	354	2,943	2,032	884	360	153	36	21	-
agricultural	4,579	74	1,950	1,324	511	322	179	124	95	-
economics and accountancy	10,005	863	4,266	2,392	1,195	723	294	150	122	-
services and health care	3,495	23	609	1,230	857	508	194	59	15	-
nursery school teaching	23	3	16	3	1	-	-	-	-	-
nautical	56	-	2	8	46	-	-	-	-	-
higher education	39,184	160	5,006	12,787	9,909	5,347	2,145	842	570	2,418
vocational education[2]	32,886	154	4,508	10,637	8,143	4,260	1,713	670	383	2,418
fine arts	2,403	24	362	920	645	324	75	22	20	11
teacher training	17,700	70	1,873	4,645	4,203	2,566	1,213	514	316	2,300
economics and accountancy	2,959	41	1,115	1,122	448	178	39	8	8	-
health care	1,396	-	49	622	553	133	22	6	4	7
social welfare	4,563	1	202	1,540	1,542	806	294	91	25	62
technology and natural sciences	3,865	18	907	1,788	752	253	70	29	10	38
university education	6,253	6	496	2,140	1,754	1,077	429	169	182	-
theological colleges	45	-	2	10	12	10	3	3	5	-
total	198,361	45,011	61,153	36,033	23,257	12,727	5,842	2,834	3,175	8,329

1 excluding 964 participants whose age is unknown

2 excluding 304 participants whose age is unknown

Table 5.13B - Female participants in a number of part-time oral training schemes, by age, 1985/86

	total	year of birth: 1965 and later	1965-1961	1960-1956	1955-1951	1950-1946	1945-1941	1940-1936	1935 and earlier	
		age in years: 19 and younger	20-24	25-29	30-34	35-39	40-44	45-49	50 and older	unknown
secondary education, first stage	50,328	2,864	4,665	5,081	7,575	10,245	6,255	4,252	7,699	1,692
junior general secondary education	48,479	2,854	4,536	5,076	7,569	10,240	6,254	4,251	7,699	-
vocational education	1,849	10	129	5	6	5	1	1	-	1,692
technical	33	10	5	5	6	5	1	1	-	-
nautical	4	-	4	-	-	-	-	-	-	
agricultural	1,692	-	-	-	-	-	-	-	-	1,692
domestic science	120	-	120	-	-	-	-	-	-	-
secondary education, second stage	96,417	29,474	28,392	12,475	10,190	6,830	4,057	2,185	2,814	-
pre-university and higher general secondary education	26,444	3,591	5,979	3,415	3,299	3,936	2,446	1,438	2,340	-
day-release education/educational activities for young people/short part-time intermediate-level vocational education	38,043	22,028	11,357	1,865	957	775	561	271	229	-
day-release education	17,068	8,537	5,871	1,118	584	393	321	140	104	-
compulsory day-release	300	225	56	5	3	3	7	1	-	-
educational activities for young people	5,724	5,270	439	12	-	3	-	-	-	-
short part-time intermediate-level vocational education	14,951	7,996	4,991	730	370	376	233	130	125	-
educational activities for young adults	11,440	1,376	3,139	3,436	3,489	-	-	-	-	-
other vocational education[1]	20,490	2,479	7,917	3,759	2,445	2,119	1,050	476	245	-
technical	287	37	120	78	31	15	4	1	1	-
agricultural	672	13	115	195	120	105	64	40	20	-
economics and accountancy	9,517	1,335	3,779	1,605	1,076	937	453	203	129	-
services and health care	7,368	393	2,119	1,805	1,177	1,031	519	230	94	-
nursery school teaching	2,646	701	1,784	76	41	31	10	2	1	-
higher education	36,507	178	5,003	9,593	6,451	4,862	2,680	1,192	766	5,782
vocational education[2]	32,621	165	4,516	8,376	5,512	4,205	2,352	1,071	642	5,782
fine arts	2,410	39	493	934	504	256	117	44	20	3
teacher training	20,524	92	2,817	4,161	2,870	2,290	1,408	666	493	5,727
economics and accountancy	858	29	356	270	115	52	21	10	5	-
health care	2,668	-	238	1,073	620	399	199	87	23	29
social welfare	5,723	-	431	1,782	1,351	1,178	600	258	100	23
technology and natural sciences	438	5	181	156	52	30	7	6	1	-
university education	3,849	13	485	1,211	935	653	316	118	118	-
theological colleges	37	-	2	6	4	4	12	3	6	-
total	183,252	32,516	38,060	27,149	24,216	21,937	12,992	7,629	11,279	7,474

1 excluding 54 participants whose age is unknown

2 excluding 58 participants whose age is unknown

Table 5.14 - Part-time oral training schemes: participants in day-time/ evening courses of pre-university, higher general secondary and junior general secondary education, 1979-1986

	1979	1981	1982	1983	1984	1985	1986
	1980 = 100						
men							
evening education							
pre-university/ higher gen. sec.	91	113	111	107	89	84	86
junior gen. sec.	76	97	90	78	64	59	59
day-time education							
pre-university/ higher gen. sec.	74	133	243	290	313	310	320
junior gen. sec.	97	135	185	234	221	229	254
day-time/evening education							
pre-university/ higher gen. sec.	94	203	332	483	749	691	661
junior gen. sec.	97	131	195	269	590	473	311
total							
pre-university/ higher gen. sec.	89	118	130	137	135	128	129
junior gen. sec.	78	101	101	98	93	86	84
women							
evening education							
pre-university/ higher gen. sec.	88	118	127	127	117	110	113
junior gen. sec.	78	102	100	84	80	72	71
day-time education							
pre-university/ higher gen. sec.	67	136	153	162	166	154	145
junior gen. sec.	82	99	101	97	78	77	77
day-time/evening education							
pre-university/ higher gen. sec.	49	137	177	212	299	278	251
junior gen. sec.	67	110	132	132	214	187	145
total							
pre-university/ higher gen. sec.	77	125	140	146	150	140	136
junior gen. sec.	79	101	102	93	86	81	78

Source: CBS, Mededelingen No. 7885

Table 5.15 - Overview of measures (at 4 October 1988)

A. Financial, on accrual basis
(in millions of guilders)

	1986	1987	1988	1988	1990
PALL	0	1.4	10	0	
MOVE	1.7	0.5	1	0	
JOB	10.7	24.9	35.7	48.5	
Verm/Moor	11.2	34	40.8	40	
MOA	46.2	28.2	33.9	0	
WVM (inc. Moluccans)	44.7	36.9	29.7	0	
PCG	53	56.2	54.1	0	
Total work experience labour management	167.5	182.1	205.2	88.5	
Training					
NIIO	2.8	2.4	2.4	0	
IIG	0	6	12.5	0	
ACSI	3.5	7.8	7.1	0	
VVS	5.6	5.6	5.6	0	
PION	5	10	10	0	
NIIO, etc.	16.9	31.8	27.6	44.3	
CBB	36.7	39.4	37.6	35.6	
CAVV	76.7	65.8	57.4	68.5	
KRS	180.8	210	211.3	0	
PBVE	9	14.2	30	0	
BRP	92.3	68.4	52	0	
Total	412.4	429.6	425.9	148.4	
BVJ	191.9	206.3	219.3	233	
Total training	604.3	635.9	645.2	381.4	
various task-setting	0	0	3.6	381	
women's workshops	3.3	3.3	21.4	0	
centr. proj. - NIIO	0	0	0	25.6	
add. package	0	0	69.3	12.6	
Total labour management	775.1	821.3	944.7	889.1	
B. Number of placings (x 1,000)					
GWJ/JWG					
JOB	1.8	3.1	7.5	8	
Verm/Moor	0.4	8.5	12	12	
MOA	7.7	5.8	6.6	6.6	
WVM	2.6	1.8	0.8	1	
Total labour management	12.5	19.2	26.9	27.6	0
Training					
NIIO	3.2	3.2	3.4	3.4	
IIG	0	0.5	1	1	
ACSI	0.4	0.9	0.9	0.9	
VVS	0.5	0.7	0.7	0.7	
PION	0.5	1	1	1	
NIIO, etc.	4.6	6.3	7	7	0
CBB	3.2	3.4	4.3	4.3	
CAVV	15	18	19	20	
KRS	30	40	49	50	
PBVE	3.2	15	19.9	21	
Total	56	82.7	99.2	102.3	0
BVJ	39.9	41.3	45	48	
Total	95.9	124	144.2	150.3	0
Total labour management	108.4	143.2	171.1	177.9	

Source: Directorate-General for General Policy, 4 October 1988

Table 5.17 - Participation in other courses by persons aged 16 and older, excluding those in full-time education, in 1975, 1980 and 1985 (in per cent and random sample numbers per category)

	1975		1980		1985	
	%	n	%	n	%	n
total	8.7	1,089	12.2	2,246	10.4	2,687
sex:	*				*	
male	6.1	528	11.6	1,090	9.0	1,301
female	11.5	561	12.8	1,156	11.6	1,385
age:	*		*		*	
16-24	11.9	147	25.0	262	24.3	265
25-34	10.9	239	15.2	528	12.3	603
35-44	13.2	191	13.1	418	10.6	564
45-54	7.6	195	8.7	343	7.4	393
55-64	5.9	129	8.5	312	6.6	386
65+	2.9	187	4.4	383	5.5	475
principal occupation:	*		*		*	
employed	9.8	542	16.0	1,161	12.0	1,329
housewife	10.0	393	9.6	747	9.5	828
unemployed/ disabled	6.6	49	7.5	108	11.2	211
retired	0.8	105	3.8	212	4.2	291
military service/other	0.0	0	0.0	18	17.3	29
level of education:	*		*		*	
basic education	5.5	352	5.7	586	3.4	423
1st stage, sec.ed.	8.5	473	13.0	1,001	9.8	1,209
2nd stage, sec.ed.	17.9	133	19.7	315	13.6	633
higher education	10.5	101	19.6	231	14.1	421

* significant differences between groups ($p<0.05$)

Source: Social and Cultural Planning Bureau, Time Studies, 1975, 1980 and 1985, obtained from Bronneman-Helmers, 1988

Table 5.18 - Participants in courses for businessmen completely or partly financed by the Ministry of Education and Science[1]

	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86
general commercial knowledge							
institutes	10	9	10	10	8	10	9
participants	10,009	8,500	8,297	8,227	3,880	8,577	8,260
professional skills[2]							
institutes	23	23	19	19	13	18	19
participants	17,802	17,353	16,648	17,801	15,641	21,447	21,886
professional skills[3]							
institutes	7	7	8	8	3	3	5
participants	5,112	4,600	4,804	4,281	1,776	1,883	3,664
total							
institutes	40	39	37	37	24	31	33
participants	32,923	30,453	29,749	30,309	21,297	31,907	33,810

1 Source: from 1983/84 CBS, earlier years Ministry of Education and Science

2 Completely financed by the Ministry of Education and Science

3 Partly financed by the Ministry of Education and Science

Table 5.19 - Agricultural and horticultural courses in the 1983/84 academic year

	Number of courses	Number of participants
Second grade	210	3,946
Third grade	763	11,818
Agricultural courses	-	-
Total	973	15,764

Table 5.20 - National courses run by the AOC in Emmeloord in the 1983/84 academic year

	Number of courses	Number of participants
SVIO	6	78
MAO	2	28
Case studies	1	16
Follow-ups	3	40
Courses for practical teachers/instructors	2	23
	14	185

Table 5.22 - Participants in residential educational and development activities, by age bracket and category

	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986[1]
	%											
up to 18	19	20	17	15	12	12	10	9	8	9	7	7
18-24	31	29	27	26	25	23	21	20	19	16	16	15
25-34	19	20	21	23	24	24	25	25	25	25	25	23
35-54	22	21	23	24	26	27	30	31	32	34	36	35
55-64	7	7	8	8	9	10	11	11	12	13	13	12
65+	3	3	4	4	3	3	3	4	4	3	3	3
Total	100	100	100	100	100	100	100	100	100	100	100	100
Education and training	40	34	34	32	29	27	24	22	20	-	17	16
Trade and industry	11	11	11	11	13	15	16	18	17	-	14	13
Service institutions	12	20	19	18	21	20	20	20	17	-	15	15
Associations and organizations	21	21	24	24	21	23	25	24	28	-	27	27
Government	1	1	1	1	1	2	2	3	3	-	4	5
Other groups	6	5	6	7	7	4	4	5	5	-	7	5
No specific group	10	7	6	7	8	8	9	9	10	-	15	20
Total %	100	100	100	100	100	100	100	100	100	100	100	100
abs.	111167	120245	124446	118977	118373	116176	117016	116633	108866	102467	107695	107563

1 The age brackets do not total 100% because the age of some participants was not known.

Table 5.23 - Participants in residential educational and development activities, by sex, age bracket and duration of the course, 1986

	1 day	2 days	3 days	4 days	5 days	6 days	7 days	8-14 days	15-21 days	Total
Men										
up to 18	27	133	636	233	1250	84	79	59	-	2501
18-24	96	842	3056	543	2546	119	172	131	24	7529
25-34	514	2587	6802	507	791	154	168	265	1	11789
35-54	1110	4179	11224	710	1163	107	119	217	2	18831
55-64	563	1071	1904	382	2350	61	50	121	13	6515
65+	59	205	175	47	181	71	45	135	-	918
age unknown	-	126	1242	7	14	-	-	-	-	1389
Total	2369	9143	25039	2429	8295	596	633	928	40	49472
Women										
up to 18	1068	275	1486	606	1587	68	77	107	-	5274
18-24	297	1142	5143	580	958	156	170	224	1	8671
25-34	891	3182	6612	466	784	185	105	362	3	12590
35-54	1845	5629	8503	538	1447	244	137	328	1	18672
55-64	691	1570	1795	368	2079	112	130	156	10	6911
65+	95	319	373	191	557	285	161	408	-	2389
age unknown	-	77	581	1	7	-	-	-	-	666
Total	4887	12194	24493	2750	7419	1050	780	1585	15	55173
Total (men and women)	6729	22473	50969	5300	16280	1689	1429	2628	66	107563[1]

1 including 2918 participants on whom more detailed information is not known

Table 5.24 - Training activities organized by the Government Training Institute, 1986

	Number of participants			Number of courses	Number of course days	Number of participant-days
	Total	Men	Women			
Personnel management and training	602	461	141	41	640	9,753
Research and vocational development	173	110	63	13	49	623
Management and policy	760	594	166	45	898	16,221
Training in computer sciences	1,762	1,347	415	121	1,176	17,167
Training in advice on organization	250	201	49	22	325	3,674
Government language courses	389	291	98	50	775	6,155
Total	3,936	3,004	932	292	3,863	53,593

Source: Government Training Institute

Source: CBS, Mededelingen No. 7885

Table 5.25 - Participants in training courses at schools for administrative and business studies, by provinces, 1985/86

	Total	Administrators	Senior administrators	Financial administrators	Senior financial administrators	Administrative officers	Other courses
Total	4,690	1,172	1,621	312	466	191	928
Groningen	278	44	137	-	-	11	86
Friesland	237	73	94	19	29	17	5
Drenthe	153	54	23	22	41	-	13
Overijssel	397	89	155	31	51	-	71
Gelderland	551	130	191	51	41	39	99
Utrecht	513	120	185	35	40	27	106
North Holland	640	221	167	-	50	42	160
South Holland	873	158	357	50	99	27	182
Zeeland	188	50	59	26	24	3	26
North Brabant	510	130	156	47	53	15	109
Limburg	350	103	97	31	38	10	71

Source: Central Institute for Administrative Training

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